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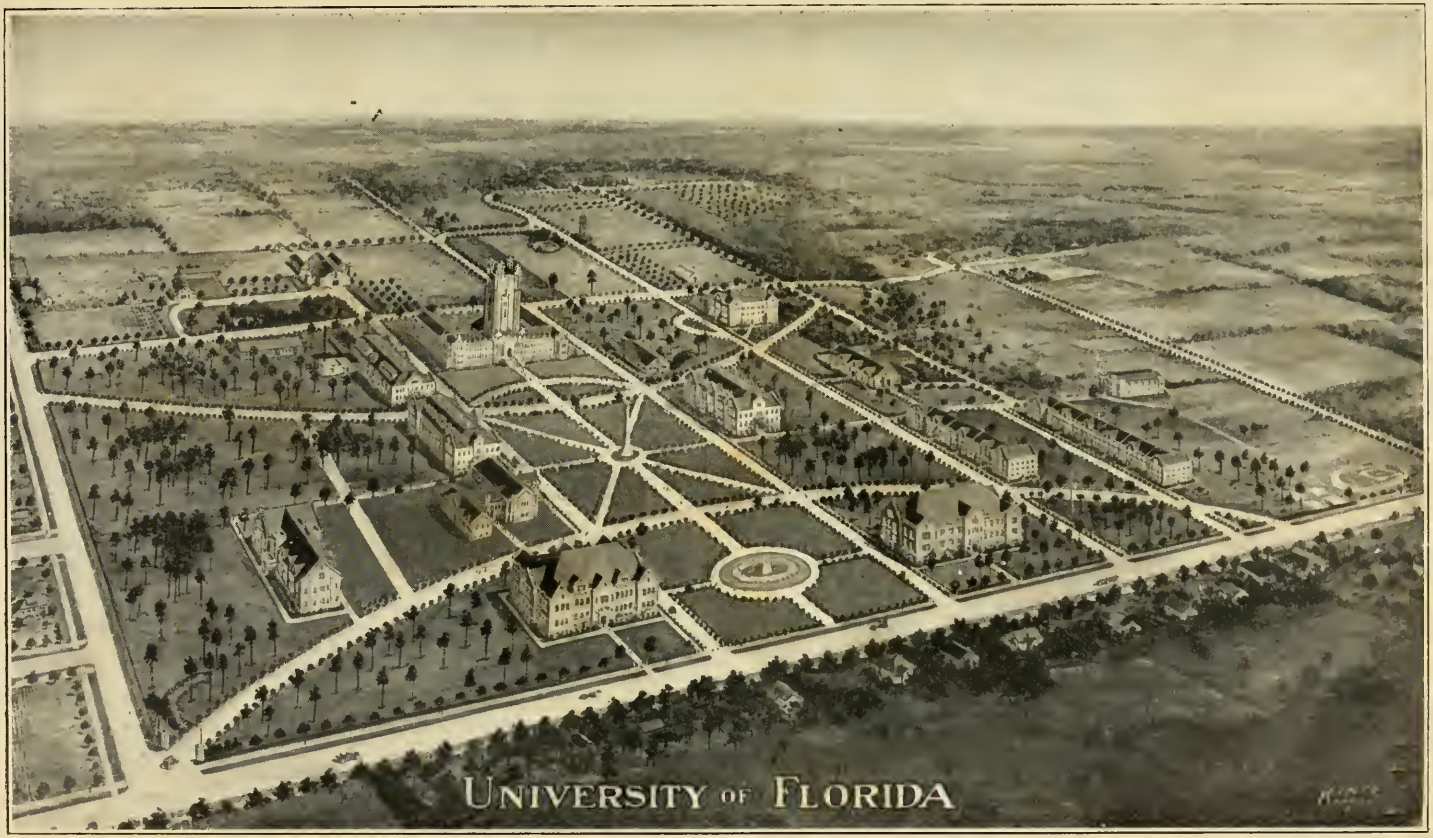

Campus and Buildings

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E. L. WARTMANN.....Planter and Stock Raiser, Citra
J. C. COOPER, JR.....Attorney-at-Law, Jacksonville
GENERAL A. H. BLANDING.....Bartow
JUDGE W. B. DAVIS.....Perry
J. T. DIAMOND.....Secretary to the Board

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JOHN W. MARTIN, *Chairman*.....*Governor*
H. CLAY CRAWFORD.....*Secretary of State*
J. C. LUNING.....*State Treasurer*
RIVERS H. BUFORD.....*Attorney General*
W. S. CAWTHON, *Secretary*.....*State Superintendent of Public Instruction*

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JAS. M. FARR, PH.D.....*Vice-President of the University*
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WILMON NEWELL, D.SC.....*Dean of the College of Agriculture*
J. R. BENTON, PH.D.....*Dean of the College of Engineering*
HARRY R. TRUSLER, LL.B.....*Dean of the College of Law*
JAS. W. NORMAN, PH.D.....*Dean of the Teachers College*
TOWNES R. LEIGH, PH.D.....*Dean of the College of Pharmacy*

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A. A. MURPHREE, LL.D.....*President University of Florida*
EDWARD CONRADI, PH.D.....*President State College for Women*

840

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UNIVERSITY CALENDAR

1925-1926

1925—June 16, *Tuesday*	Summer School begins.
August 7, *Friday, 8:00 p. m.*	Summer School Commencement.
August 10, *Monday*	Farmers' and Fruit Growers' Week begins.
September 14, *Monday*	Summer Recess ends. Examinations for Admission. Registration of Students. First Semester begins.
September 21, *Monday*	School for Demonstration and County Agents begins.
October 3, *Saturday, 2:00 p. m.*	Re-examinations.
2:00 p. m.	Meeting of General Faculty.
November 11, *Wednesday*	Armistice Day.
November 26, *Thursday*	Thanksgiving Day.
December 18, *Friday, 12:00 noon*	Christmas Recess begins.
1926—January 4, *Monday*	Christmas Recess ends.
January 5, *Tuesday, 8:00 a. m.*	Resumption of Classes.
January 30, *Saturday*	First Semester ends.
February 1, *Monday, 8:00 a. m.*	Second Semester begins.
February 13, *Saturday, 2:00 p. m.*	Meeting of General Faculty.
March 6, *Saturday, 2:00 p. m.*	Re-examinations.
June 5, *Saturday, 2:00 p. m.*	Meeting of General Faculty.
June 6 to 8	Commencement exercises.
June 6, *Sunday, 11:00 a. m.*	Baccalaureate Sermon.
June 7, *Monday*	Annual Alumni Meeting. Class-Day Exercises. Oratorical Contests.
June 8, *Tuesday, 10:00 a. m.*	Graduating Day. Summer Recess begins. Boys' Club Week begins.
June 15, *Tuesday*	Summer School begins.
September 13, *Monday*	Summer Recess ends.

OFFICERS OF THE UNIVERSITY

ALBERT ALEXANDER MURPHREE, A.M., LL.D.,*
President.

JAMES MARION FARR, A.M., PH.D. (Johns Hopkins),
Professor of English Language and Literature.

JOHN ROBERT BENTON, B.A., PH.D. (Göttingen),
Professor of Physics and Electrical Engineering.

JAMES NESBITT ANDERSON, M.A., PH.D. (Johns Hopkins),*
Professor of Ancient Languages.

CHARLES LANGLEY CROW, M.A., PH.D. (Göttingen)
Professor of Modern Languages and Secretary of the General Faculty.

WILBUR LEONIDAS FLOYD, B.S., M.S.,
Assistant Dean of the College of Agriculture and Professor of Horticulture.

JOHN MARCUS SCOTT, B.S.,
Vice-Director and Animal Industrialist to the Experiment Station.

HARRY RAYMOND TRUSLER, A.M., LL.B. (Michigan),
Professor of Law.

JOSEPH RALPH WATSON, A. M.,
Entomologist to the Experiment Station.

CLAUDE HOUSTON WILLOUGHBY, B.Ag., M.A.,
Professor of Animal Husbandry and Dairying.

CLIFFORD WALDORF CRANDALL, B.S., LL.B. (Michigan),
Professor of Law.

LUDWIG WILLIAM BUCHHOLZ, A.M.,
Professor of Education and School Management and Counselor for the School of Disabled Soldiers.

ARTHUR PERCEVAL SPENCER, M.S.A.,
Vice-Director of the Agricultural Extension Division.

JOHN EDWIN TURLINGTON, B.Ag., M.S., PH.D. (Cornell),
Professor of Agronomy.

JAMES MADISON CHAPMAN, D.O.,*
Professor of Expression and Public Speaking.

JAMES WILLIAM NORMAN, A.M., PH.D. (Columbia),*
Professor of Education.

---

*Also Summer School, 1924.

Note.—Officers of the University for regular session are arranged in order of seniority.

JOSEPH RICHARD FULK, A.M., PH.D., (Nebraska),*
Professor of Education.

THOMAS MARSHALL SIMPSON, M.A., PH.D. (Wisconsin),*
Professor of Mathematics.

ALBERT J. STRONG,
Acting Professor of Drawing and Mechanic Arts.

FRAZIER ROGERS, B.S.A.,
Professor of Agricultural Engineering.

NATHAN W. SANBORN, M.D.,
Professor of Poultry Husbandry.

ROBERT SPRATT COCKRELL, M.A., LL.B. (Virginia),
Professor of Law.

JAMES MILLER LEAKE, A.B., PH.D. (Johns Hopkins),*
Professor of History and Political Science.

ARTHUR LISTON SHEALY, B.S., D.V.M. (McKillips),
Professor of Veterinary Science.

BERT CLAIR RILEY, A.B., B.S.A.,
Director of General Extension Division.

PERCY LAWRENCE REED, C.E., M.S.,
Professor of Civil Engineering.

TOWNES RANDOLPH LEIGH, A.M., PH.D. (Chicago),*
Professor of Chemistry.

LUCIUS MOODY BRISTOL, PH.D. (Harvard),*
Professor of Economics and Sociology.

JOSEPH ROEMER, A.M., PH.D. (Peabody),*
Professor of Secondary Education.

ALBERT WHITMAN SWEET, M.A., PH.D. (Brown),*
Professor of Pharmacology and Pharmocognosy and Director of Health.

WILMON NEWELL, M.S., D.SC. (Iowa),
Director of the Experiment Station and Agricultural Extension Division.

RUDOLPH W. RUPRECHT, PH.D. (Amherst),
Chemist to the Experiment Station.

OWEN FRANCIS BURGER, M.S., D.SC. (Harvard),
Plant Pathologist to the Experiment Station.

RAYMOND GEORGE MANCHESTER, A.B., D.O.,*
Professor of Physical Education, and Coach of Minor Sports.

HASSE OCTAVIUS ENWALL, S.T.B., PH.D. (Boston),
Professor of Philosophy and Psychology.

---

*Also Summer School, 1924.

JAMES W. DAY, B.S.A., B.S. Ed., M.A.,*
Professor of Agricultural Education.

LEON SHERMAN GREENE, M.S.,
Professor of Industrial Education.

MELVIN PRICE, E.E., A.M.,
Professor of Mechanical Engineering.

J. SPEED ROGERS, A.B., M.A.,
Professor of Biology and Geology.

MADISON DERRELL CODY, M.A.,
Professor of Botany and Bacteriology.

ALVIN PERCY BLACK, A.B.,*†
Professor of Agricultural Chemistry.

WALTER HERMAN BEISLER, M.Sc., D.Sc. (Princeton),
Professor of Chemical Engineering.

HARRY LOUIS THOMPSON, LL.B., J.D. (Yale),
Professor of Law.

WILLIAM J. HUSA, Ph.C., A.M., Ph.D. (Iowa),
Professor of Pharmacy.

ORTON WELLS BOYD, A.B., M.A.,*
Professor of Business Administration.

JAMES L. WHITE, Jr., B.S.,*
Director, Physical Education and Athletics.

DEAN SLAGLE, A.M., LL.B.,
Professor of Law.

BENJAMIN FRANKLIN LUKER, A.M., Ph.D. (Columbia),*
Professor of French.

MAJOR ARTHUR C. TIPTON, Infantry, United States Army,
Commandant of Cadets and Professor of Military Science and Tactics.

_____**
Professor of Operative Pharmacy.

_____**
Professor of Pharmacognosy.

STANLEY SIMONDS, Ph.D. (Johns Hopkins),
Lecturer in Roman Law.

WILLIAM SANFORD PERRY, A.B., M.S.,*
Assistant Professor of Physics and Electrical Engineering.

---

*Also Summer School, 1924.
†On leave of absence, 1924-1925.
**To be selected.

WILLIAM BYRON HATHAWAY, B.D., M.A.,*
Assistant Professor of Spanish and English.

ALEXANDER BRESTH, B.S.,†
Assistant Professor of Civil Engineering.

EDWARD WALKER JENKINS, B. Ped.,
District Agent for the Agricultural Extension Service.

RAYMOND W. BLACKLOCK, A.B.,
State Agent for Boys' Clubs.

HAROLD GRAY CLAYTON, M.S.A.,
District Agent for the Agricultural Extension Service.

ADOLPH HARVEY BEYER, B.S., M.S.,
Assistant Entomologist to the Experiment Station.

CHARLES E. BELL, B.S.,
Assistant Chemist to the Experiment Station.

JOSEPH W. WEIL, B.S.E.E.,*
Assistant Professor of Physics and Electrical Engineering.

CAPTAIN FLOYD H. BAIN, Infantry, United States Army,
Assistant Professor of Military Science and Tactics.

EARLL LESLIE LORD, B.S.A.,
Assistant Professor of Botany and Horticulture.

CAPTAIN LEWIS W. AMIS, Infantry, United States Army,
Assistant Professor of Military Science and Tactics.

WILLIAM EUGENE STOKES, B.S., M.S.,
Grass and Forage Crop Specialist to the Experiment Station.

JOHN M. COLEMAN, B.S.,
Assistant Chemist to the Experiment Station.

HAMLIN L. BROWN, B.S., M.S.,
Extension Dairyman to the Agricultural Extension Division.

WILLIAM B. TISDALE, B.S., PH.D. (Wisconsin),
Associate Plant Pathologist for the Tobacco Experiment Station.

GEORGE FREDERICK WEBER, PH.D. (Wisconsin),
Associate Plant Pathologist to the Experiment Station.

JOHN HENRY JEFFERIES,
Superintendent of the Citrus Experiment Station.

CHARLES ARCHIBALD ROBERTSON, A.B., A.M.,*
Assistant Professor of English.

---

*Also Summer School, 1924.
†Until Oct. 20, 1924.

WILBERT ALVA LITTLE, A.B., A.M.,*
Assistant Professor of English Language and Literature.

LEVI OTTO GRATZ, A.B., PH.D. (Cornell),
Assistant Plant Pathologist to the Experiment Station.

ALBERT ROBERTS HALLEY, M.A., PH.D. (Harvard),
Assistant Professor of English.

RALPH STOUTAMIRE, B.S.A.,†
Editor of Agricultural News Service and Assistant Professor of Agricultural Journalism.

CAPTAIN EVERETT M. YON, Infantry, United States Army,
Assistant Professor of Military Science and Tactics.

CAPTAIN FRANCIS M. BRENNAN, Infantry, United States Army,
Assistant Professor of Military Science and Tactics.

JOHN GRAY, A.B., M.S.,*
Assistant Professor of Economic Entomology and Plant Pathology.

OLLIE CLIFTON BRYAN, M.S., PH.D. (Wisconsin),
Assistant Professor of Agronomy.

BENJAMIN FRANKLIN GAINES, B.S., M.S.,
Assistant Professor of Mechanical Engineering.

FRED H. HEATH, B.S., PH.D. (Yale),
Assistant Professor of Chemistry.

VESTUS T. JACKSON, M.S., PH.D. (Chicago),
Acting Assistant Professor of Agricultural Chemistry.

JAMES A. VAN FLEET,†
Assistant Director Physical Education and Major Sports.

H. L. SEBRING, B.S.,
Assistant Director, Physical Education and Major Sports.

WARREN C. COWELL,
Assistant Director, Physical Education and Coach of Freshman and Major Sports.

JOHN FRANCIS COOPER, B.S.A.,††
Editor of Agricultural News Service and Assistant Professor of Agricultural Journalism.

J. LEE SMITH,
District Agent for the Agricultural Extension Service.

COLONEL EDGAR SMITH WALKER, United States Military Academy,
Instructor in Descriptive Geometry.

---

*Also Summer School, 1924.
†First semester, 1924-1925.
††Second semester, 1924-1925.

R. DEWITT BROWN,
Director of Cadet Band and Orchestra.

JOHN PEYTON LITTLE, B.S.E.E., M.S.,
Instructor in Physics and Electrical Engineering.

SILAS KENDRICK ESHLEMAN, Jr., M.E., E.E., M.S.,
Instructor in Drawing and Mechanic Arts.

GEORGE ERIC BARNES, B.S.C.E.,
Instructor in Civil Engineering.

WARREN SNEDEN HIGGINS, E.E., M.E.E.,
Instructor in Physics and Electrical Engineering.

THEODORE H. HUBBELL, A.B.,
Instructor in Biology and Geology.

JAMES D. GLUNT, A.B.,
Instructor in History and Political Science.

HARLEY WILLARD CHANDLER, A.B., M.S.,
Instructor in Mathematics.

HENRY GLENN HAMILTON, B.S.A.E., M.S.A.,
Instructor in Farm Management.

CHARLES ELLIOTT ABBOTT, B.S.A.E., B.S.A.,
Instructor in Horticulture.

SERGEANT DALLAS B. HUNDLEY, Infantry, United States Army,
Instructor in Military Science and Tactics.

FIRST SERGEANT KAY McCALLISTER, Infantry,
United States Army,
Instructor in Military Science and Tactics.

SERGEANT JOE S. HARRISON, Infantry, United States Army,
Instructor in Military Science and Tactics.

SERGEANT NORMAN K. JACKSON, Infantry, United States Army,
Instructor in Military Science and Tactics.

ERNEST E. MASON,
Instructor in Spanish.

FREDERIC H. LANGWORTHY,
Instructor in Secretarial Science.

JOHN EVANDER JOHNSON, B.S., M.A., B.D.,
General Secretary Y. M. C. A., and Instructor in Bible.

CECIL GLENN PHIPPS, A.B., A.M.,
Instructor in Mathematics.

GEORGE THOMAS GILMAN, S.B.,**
Instructor in Civil Engineering.

**After Oct. 20, 1924.

SAM T. FLEMING,
Instructor in Economic Statistics.

HARVEY ALDRICH HALL, B.S.C.E.,
Lecturer on Road Materials.

CORA MILTIMORE, B.S.,
Librarian.

AVA TAYLOR, A.B.,
Assistant Librarian.

ETHEL LORRAINE COWAN,
Registrar.

THOMPSON VAN HYNING,
Director, The Florida State Museum.

HAROLD MOWRY,
Assistant Horticulturist to the Experiment Station.

A. W. LELAND,
Farm Foreman to the Experiment Station and College of Agriculture.

JESSE REEVES,
Foreman to the Tobacco Experiment Station.

NORMAN R. MEHRHOF, B.S.,
Extension Poultryman.

EZRA FRANKLIN DEBUSK, B.S.,
Extension Citrus Pathologist.

MARTIN R. ENSIGN, M.S.,
Extension Entomologist and Plant Pathologist.

ARTHUR STEVENS RHOADS, M.S., PH.D. (Syracuse),
Assistant Plant Pathologist to the Experiment Station.

GEORGE ERNEST TEDDER,
Foreman to the Everglades Experiment Station.

MILLEDGE E. BAKER, B.S.,
Field Foreman to the Everglades Experiment Station.

GULIE HARGROVE BLACKMON, B.S.A.,
Pecan Culturist to the Experiment Station.

FLAVIA GLEASON,
State Agent, Home Demonstration Work.

VIRGINIA PEARL MOORE,
Assistant Home Demonstration Agent.

RUBY McDAVID,
District Home Demonstration Agent.

LUCY BELLE SETTLE,
District Home Demonstration Agent.

ISABELLE THURSBY,
Food and Marketing Agent.

EVA RICHARDSON,
Home Dairy and Nutrition Agent.

LOUIS E. DUPONT, B.S.A.,
JOHN B. HAZARD, B.S.,
Fellows in Chemistry.

J. M. PEARCE,
Curator in Chemistry.

H. G. METCALFE,
Fellow in Education, Mathematics.

ARTHUR F. JOHNSON,
Fellow in Education, Science.

HOMER E. BRATLEY, B.S.A.E.,
Laboratory Assistant in Entomology, Experiment Station.

ROBERT EMMETT NOLEN, B.S.A.,
Laboratory Assistant in Plant Pathology, Experiment Station.

JOHN GRADY KELLEY, B.S.A.,
Laboratory Assistant, Experiment Station.

G. C. TILLMAN, M.D.,
University Physician.

J. M. DELL, M.D.,
Consulting Physician.

D. T. SMITH, M.D.,
Consulting Physician.

ROSA GRIMES,
Graduate Nurse in Charge of the Infirmary.

MILDRED TAYLOR,
Assistant Nurse.

SUMMER SCHOOL FACULTY, 1924

MISS GEORGIA BORGER, B.S., Dean of Women
Science.

MRS. M. L. ALTSTETTER,
Demonstration School.

MISS CHRISTINE CARMACK, A.B.,
History and Civics.

MRS. A. B. CARRIER,
Elementary Education.

E. A. CLAYTON, A.B.E.,
Mathematics.

R. J. EBINGER, B.S.E.,
Science.

G. E. EVERETT, M.A.,
Education.

I. W. FOLTZ, A.M.,
Education.

MISS CORA GRIFFIN,
Elementary Education.

MISS REBA F. HARRIS,
Health Education.

H. A. HASELTINE, A.B.,
Mathematics.

MISS GLADYS HENDERSON,
Drawing and Industrial Art.

P. H. HENSLEY,
Mathematics.

C. I. HOLLINGSWORTH, A.B.E.,
Mathematics.

MISS GERTRUDE McARTHUR, M.A.,
Rural Education.

E. W. McMULLEN, A.B.,
History and Civics.

MRS. L. H. MAHAN,
Demonstration School.

H. G. METCALFE,
Mathematics.

MRS. J. REID RAMSAY, A.B.,
English.

MRS. JOS. ROEMER, B.S.,
Elementary Education.

MISS MABEL ROGERS,
Bird Study.

R. G. SAWYER,
Industrial Education.

MISS MARY SHEPPARD, M.A.,
English.

G. B. SIMMONS, A.B.E.,
History and Civics.

J. B. WALKER, M.A.,
Mathematics.

MRS. MABEL WALL,
Music.

J. H. WISE, A.B.,
Latin.

O. I. WOODLEY, M.A.,
Education.

GENERAL EXTENSION DIVISION

BURTON W. AMES, B.S.A.
Reading Courses.

ELLA M. ALLISON, PH.B.,
Review Courses.

RALPH STOUTAMIRE, B.S.A.,
Journalism.

MARY ELLEN FOLEY, A.B., B.J.,
English.

JULIA ANNETTE KEELER, B.S.,
Industrial Art.

ALICE L. ALLISON, A.B.,
Mathematics.

EARL C. BECK, M.A.,
English

PAUL T. MANCHESTER, A.M.,
Spanish.

W. S. MIDDLETON, A.B.,
French.

J. HOOPER WISE, A.B.,
Latin.

H. C. JOHNSON, B.S.E.,
Civil Service.

ORTON W. BOYD, M.A.,
Commercial Courses.

R. U. FITTZ, B.S.,
Radio.

LOUISE E. TEWKESBURY,
Music.

KLEIN H. GRAHAM,
Auditor and Purchasing Agent.

MARY EVELYN PARROTT,
Secretary to the President.

RUBY NEWHALL,
Secretary to the Experiment Station.

MRS. IDA KEELING KRESAP,
Librarian to the Experiment Station.

PRISCILLA McCALL KENNEDY,
Librarian and Secretary to the Law College.

ELIZABETH ROUNTREE,
Secretary to the Teachers College.

MRS. J. E. MARTIN,
Secretary to the College of Agriculture.

MRS. G. M. SESSIONS,
Secretary to the College of Engineering.

RACHEL THOMSON McQUARRIE,
Assistant to the Auditor.

MARY E. ROUX,
Mailing Clerk to the Experiment Station.

MRS. MARGARET PEELER,
Housekeeper.

JAMES B. GOODSON,
Bookkeeper and Cashier.

MRS. DILLEY TRUBY,
Office Assistant, Auditor's Office.

STANDING COMMITTEES OF THE FACULTY

The President of the University is ex-officio a member of all Standing Committees.

ADMISSION
Professors Simpson, Roemer, Robertson, Glunt, Hubbell.

ALUMNI
Professors Floyd, Thompson, Hathaway, Yon, Hamilton, Little, J. P.

ATHLETICS
Professors Reed, J. L. White, J. S. Rogers, F. Rogers, Manchester.

BUILDING AND CAMPUS SANITATION
Professors Sweet, Sanborn, Jackson, Abbott.

DISCIPLINE
Professors Crandall, Price, Leigh, Tipton, Walker.

GRADUATE WORK
Professors Anderson, Newell, Benton, Trusler, Norman, Farr.

LIBRARY
Professors Leake, Farr, Enwall, Husa, Boyd.

MILITARY AFFAIRS
Professors Shealy, Strong, Brennan, Bryan, Eshleman.

PUBLIC DEBATING
Professors Bristol, Trusler, Leake, Enwall, Luker.

PUBLIC FUNCTIONS
Professors Lord, Bain, Johnson, Brown, Barnes.

PUBLICITY
Professors Riley, Willoughby, Little, Greene, Higgins.

SCHEDULE
Professors Perry, Gilman, Weil, Gray, Hale.

SELF-HELP
Professors Turlington, Slagle, Beisler, Cody, Chandler.

STUDENT ORGANIZATIONS
Professors Cockrell, Buchholz, Amis, Gaines.

STUDENT PUBLICATIONS
Professors Trusler, Crow, Farr, Benton.

UNIVERSITY PUBLICATIONS
Professors Fulk, Halley, Heath, Day, Cooper.

GENERAL INFORMATION

HISTORY

Florida has always manifested interest in higher education, and with this in mind has formulated many plans and established many institutions. As early as 1824 the foundation of a university was discussed by the Legislative Council. In 1836 trustees for a proposed university were named, but apparently accomplished nothing. *(Memoirs of Florida,* 1,168.)

Upon its admission to the Union in 1845, the State was granted by the General Government nearly a hundred thousand acres of land, the proceeds from which were to be used to establish two seminaries, one east and one west of the Suwanee River. This led to the foundation, at Ocala, in 1852, of the East Florida Seminary and of the West Florida Seminary, at Tallahassee, in 1856. The former of these institutions was, however, removed in 1866 to Gainesville.

The State Constitution of 1868 contained provisions for establishing and maintaining a university *(Art.* VIII, *Sec.* 2), pursuant to which the Legislature passed the next year "An Act to Establish a Uniform System of Common Schools and a University". Other attempts to establish a university were made in 1883 by the State Board of Education and in 1885 by the Legislature. Furthermore, the State Constitution of 1885 expressly permitted special legislation with regard to a university.

Meanwhile, in 1870, the Legislature had passed "An Act to Establish the Florida Agricultural College". This not fully meeting the terms of the "Land-Grant College" Act of Congress of 1862, the Legislature passed in 1872 a supplementary Act and the State received from the General Government ninety thousand acres of land in support of the proposed college. A site for this was selected in 1873, in 1875, and again in 1883—the third to be chosen being Lake City. Here in the autumn of 1884 the work of instruction was begun. An attempt was made in 1886 by this institution to have its name

changed to the "University of Florida", a title it finally secured by the Legislative Act of 1903. Before this, in 1887, the Florida Agricultural Experiment Station had, in accordance with the terms of the Hatch Act, been established as one of its departments.

During these years, in addition to the three mentioned, there had come into existence three other State institutions of higher education: The Normal School, at DeFuniak Springs, the South Florida College, at Bartow, and the Agricultural Institute, in Osceola County. In 1905, however, inasmuch as these six institutions had failed to make satisfactory differentiation among themselves and to separate their work sufficiently from that of the high schools of the State, and inasmuch as the cost of maintaining all seemed disproportionate to the results obtained, the Legislature passed the "Buckman Act", the effect of which was to merge the six into the "Florida Female College" and the "University of the State of Florida". In 1909 an Act of the Legislature changed the name of the one to the "Florida State College for Women", of the other to the "University of Florida".

During the first session of the University a distinct Normal School, which included two years of sub-freshman grade, was maintained. In addition to this, instruction was given in agriculture and engineering, as well as in the usual collegiate branches. Candidates for admission to the freshman class must have finished the eleventh grade of a high school. The Agricultural Experiment Station was a separate division, altho members of its Staff gave instruction to the students and the President of the University acted as its Director. The next year the Staff were required to devote their time exclusively to Station activities, and a special Director was elected. The Normal School was abolished and instruction in pedagogy was transferred to the University proper. Two years of sub-freshman work were, however, still offered.

Upon the election in 1909 of Dr. A. A. Murphree to the presidency, steps were taken to reorganize the University. The present organization dates from 1910. The College of Law was added in 1909 and the departments offering instruction mainly to normal students were organized into a college in 1912. In 1913 the present entrance requirements went into effect. The same year a Summer School was established

at the University by Act of the Legislature, and the Farmers' Institute Work of the University and the Cooperative Demonstration Work for Florida of the U. S. Department of Agriculture were combined. On July 1, 1915, all the agricultural activities of the University were placed under the direction of the Dean of the College of Agriculture.

Immediately after the United States entered the World War the equipment of the University was placed at the disposal of the Government. During the summer of 1918 the College of Engineering was operated as the "University of Florida Army School", for the vocational training of soldiers. At the opening of the session of 1918-1919 all the regular activities of the University were subordinated to the task of training men for the armed forces of the United States. On December 14, 1918, upon the mustering out of the Student Army Training Corps, the University again took up its regular work.

During the summer of 1919 the General Extension Division was established. The University also entered into contract with the United States Government to assist in the work of rehabilitating men disabled while in the armed forces of the country.

The School of Pharmacy was opened in September, 1923, and was organized into the College of Pharmacy in 1925.

A School of Business Administration will be opened in September, 1925.

LOCATION

On the 6th day of July, 1905, acting under powers conferred by the Buckman Act, the State Board of Education and the Board of Control, in joint session, selected Gainesville as the location of the University. During the scholastic year of 1905-06, it was found necessary to carry on the work of the University at Lake City. Since the summer of 1906 the institution has occupied its present site.

The advantages that Gainesville presents as the seat of the University are numerous. It is centrally located and easy of access. It has well-paved, -lighted, and -shaded streets, an

exceptionally pure water supply, and a good sewerage system. The citizens are energetic, progressive, and hospitable. The moral atmosphere is wholesome. The leading religious denominations have attractive places of worship.

RECENT GIFTS

Many of the State educational institutions of the South —among them those of Florida—have in recent years received substantial gifts. The University feels confident that its friends will continue to help in its upbuilding. All gifts, of whatever nature or value, will be gratefully acknowledged. (See also under Museum, Loan Funds, and College of Agriculture.)

THE ANDREW ANDERSON ORGAN.—The most significant gift during the past year is that of Dr. Andrew Anderson, of St. Augustine. Dr. Anderson was so much impressed with the first unit of the Administration Building, and with the cathedral effects of this vast auditorium that he saw the need of a great pipe organ as a necessary part of the equipment of this assembly hall. Very generously he has made a gift of $50,000 for this organ, and thereby placed the University and the State under a lasting debt of gratitude.

SCHOLARSHIPS.—No method of contributing to the spread of higher education is more beneficent than to make it possible for a worthy but poor young man to attend his state university. The establishment of several scholarships is gratefully acknowledged—see pages 39-42.

The Florida State Bankers' Association generously assisted in meeting the growing needs of the Department of Economics and Sociology by a gift of $255.00 which has been used for office equipment and assistants.

INCOME

The annual income of the University, apart from Legislative appropriations, is derived principally from the following Federal grants: (a) The "East Florida Seminary Fund"—about two thousand dollars ($2,000); (b) the "Agricultural College Fund" bonds—about seventy-seven hundred dollars ($7,700); (c) one-half of the "Morrill Fund"—twelve thousand five hundred dollars ($12,500); (d) one-half of the

"Nelson Fund"—twelve thousand five hundred dollars ($12,500). The total income thus derived amounts to thirty-four thousand seven hundred dollars ($34,700).

For the support of the Agricultural Experiment Station the Federal government makes two annual grants: (a) the "Hatch Fund" and (b) the "Adams Fund", each amounting to fifteen thousand dollars ($15,000).

See also Recent Gifts, Fellowships, Scholarships, Loan Funds, and Agricultural Extension Division.

GOVERNMENT

ADMINISTRATION

BOARD OF CONTROL.—The general government of the University is vested by law in a Board of Control consisting of five members from various parts of the State, appointed, each for a term of four years, by the Governor of Florida.

The Board of Control appoints the President and, upon his nomination, elects members of the Faculties, directs the general policies of the University, and supervises the expenditure of its funds. The Board also prescribes the requirements for admission, with the advice of the President and Faculties, and upon their recommendation confers degrees.

PRESIDENT.—The direct administration of all affairs of the University is in the hands of the President.

DEANS.—As executive head each college of the University has a Dean, appointed from the Faculty of that college. These officers are responsible to the President.

UNIVERSITY COUNCIL.—The President and the Vice-President of the University and the Deans of the several colleges form a council of administration, with the following functions:

To lay out new lines of work, inaugurate new enterprises in general, and to prepare the annual budget; and to act as the judicial body of the General Faculty on cases of general discipline not under the authority of the colleges, on new courses of study and changes in existing courses, bringing these matters before the Board of Control, and on questions of college action referred to it by any member of the General Faculty.

FACULTIES.—The General Faculty includes all persons, except laboratory and undergraduate assistants, engaged in the work of instruction in the University. Under the leadership of the President, it forms the governing body in all general matters of instruction and discipline.

The Faculty of a college consists of those members of the General Faculty who give instruction in it. Under the leadership of its Dean, it forms the governing body in matters of instruction and discipline in its college.

REGULATIONS

SUPERVISION.—An *Officer in Charge,* occupying quarters in one of the dormitories, has immediate supervision of the general life of the student-body.

OFFENSES AGAINST GOOD CONDUCT.—Any offense against good conduct, in the ordinary meaning of the word, renders a student liable to discipline, whether or not a formal rule against the offense has been published.

The following offenses will be treated with special severity: Disrespect to an officer of the University; wanton destruction of property; gambling; having revolvers in possession on the University grounds.

HAZING.—No student will be assigned to a room in a dormitory until he has been matriculated and has signed the following pledge:

"I hereby promise upon my word of honor, without any mental reservation whatsoever, to refrain from all forms of hazing while I am connected with the University of Florida."

ATTENDANCE UPON UNIVERSITY DUTIES.—A student who accumulates three unexcused absences from drill, or ten from lecture or recitation, will be given a severe reprimand and parent or guardian will be notified. Two additional unexcused absences will cause his dismissal from the University for the remainder of the academic year.

Students and faculty are expected to attend the weekly convocations at the Auditorium at ten a.m., Tuesday and Thursday. However, attendance of juniors, seniors and graduates may be optional on Thursday. Four unexcused absences from these convocations per semester will endanger the student's position in the University.

A student who, because of ill health or of outside demands upon his time, finds it impossible to be regular in his attendance upon University duties, is requested to withdraw; but this does not in any way reflect upon his good standing.

Delinquencies in University duties are reported to the Registrar, who brings them to the attention of the students con-

cerned and requires a prompt explanation to be made. A careful record of all delinquencies is kept.

INTELLIGENCE TEST.—All freshmen are required to take an intelligence test early in the first semester.

STUDIES

ASSIGNMENT TO CLASSES.—Every student must appear before the Dean of his college at the beginning of each academic year for assignment to classes. No instructor has, except as authorized by the Dean of his college, authority to enroll a student in any course.

CHOICE OF STUDIES.—The choice, subject to considerations of proper preparation, as to which one of the various curricula is to be pursued rests with the individual student; but the group of studies selected must be that belonging to one of the regular years in the chosen curriculum exactly as announced in the catalog for the year in which the student entered—unless special reasons exist for deviating from this arrangement.

No applicant for a Bachelor's degree shall be allowed to make a change in the curriculum selected, unless such change be submitted to the faculty of his college at its first meeting in the semester in which the change is desired and be approved by a two-thirds vote of those present.

CONDITIONS.—A student prepared to take up most of the studies of a certain year in a regular curriculum, but deficient in some, will be permitted to proceed with the work of that year subject to the *condition* that he make up the deficiency. In the event of conflicts in the schedule or of excessive quantity of work, higher studies must give way to lower.

QUANTITY OF WORK.—Minimum and maximum numbers of recitation hours (or equivalent time in laboratory courses) per week are prescribed in each college, according to the following table:

College	*Freshman-Sophomore*		*Junior-Senior*	
	Minimum	Maximum	Minimum	Maximum
Arts and Sciences	17	21	15	19
Agriculture	18	25	16	23
Engineering	18	23	16	21
Law	15	18	15	18
Teachers	17	21	15	19
Pharmacy	17	22	15	21

In all the above colleges, except Law, the basic training course of the Reserve Officers' Training Corps, amounting to three credit hours in the freshman and sophomore years, is included.

Two hours of laboratory work are considered equivalent to one hour of recitation.

CHANGES IN STUDIES.—A student once registered is not permitted to discontinue a class or to begin an additional one without written permission from the Dean of his college, which must be shown to the instructor involved; and if he is undergoing military training, he will not be permitted to discontinue that work on account of transferring, within a particular year, to a college in which military instruction is not compulsory. A student who has been registered for two weeks will not be permitted to make any change in studies, except during the first two days of the second semester, without the payment of a fee of two dollars ($2.00.)

GRADES AND REPORTS.—Each instructor keeps a record of the quality of work done in his classes and monthly assigns each student a grade, on the scale of 100. This grade is reported to the Registrar for permanent record and for entry upon a monthly report to the student's parent or guardian.

If the monthly grades of a student are unsatisfactory, he may be required to drop some of his studies and substitute those of a lower class, or he may be required to withdraw from the University.

EXAMINATIONS.—Examinations on the ground covered are held at the end of each semester.

FAILURE IN STUDIES.—A final grade, based upon the examination and the monthly grades, is assigned for each semester's work. If this grade falls below 75, the student is considered to have failed and may proceed only subject to a condition in the study in which failure has occurred.

A student failing in more than fifty per cent of his class hours for two consecutive months, will be dropped for the remainder of the College year. Students so dropped will be entitled to honorable dismissal, unless their failure is clearly due to negligence. Upon petition, such a student may, at the discretion of the President of the University and the Dean of his

College, be reinstated upon such terms as to them may seem best.

RE-EXAMINATIONS.—A student who has made a semester grade of 60 or more, but less than 75, in any subject shall be entitled to a re-examination in that subject on the first Saturday of March or of October; altho a senior failing on an examination at the end of the second semester shall be allowed a re-examination during the week preceding commencement. Only one re-examination in any subject is permitted; in case of failure to pass this, with a grade of 85, the student must repeat the semester's work in that subject.

DEGREES.—The special requirements for the various degrees offered by the University will be found under the general statement of the Graduate School and of each of the six colleges. The following regulations apply to all colleges:

While pursuing studies leading to a degree a student must be registered in the college offering that degree.

Two degrees of the same rank, as, e.g., B.S.C.E. and B.S.E.E., will not be conferred upon the same individual, unless the second degree represents at least fifteen year-hours of additional work.

SPECIAL STUDENTS.—Students desiring to take special courses will be allowed to take those classes for which they may be prepared. The number of such students in a college is, however, restricted to not more than twenty-five per cent of its enrollment. These students are subject to all the laws and regulations of the University. Special courses do not lead to a degree.

The University permits special courses to be taken solely in order to provide for the occasional exceptional requirements of individual students. Abuse of this privilege, for the sake of avoiding studies that may be distasteful, cannot be tolerated. Accordingly, no minor is permitted to enter as a special student except upon written request of his parent or guardian. Minor special students must, except as provided for in the College of Agriculture, offer fifteen entrance units.

ADULT SPECIALS.—Persons twenty-one or more years of age who cannot satisfy the entrance requirements, but who give evidence of ability to profit by the courses they may take, may, under exceptional circumstances, be admitted as "Adult Specials". Such students appear before the Committee on

Admission for enrolment and are not excused from military duty; altho, if more than twenty-two years of age, they may, under certain conditions, secure exemption.

CLASSIFICATION OF IRREGULAR STUDENTS.—Until all entrance credits have been satisfied a student shall not rank higher than a freshman; a student deficient in any freshman work shall not rank higher than a sophomore; and one deficient in sophomore work not higher than a junior. But a special student is not considered as belonging to any of the regular classes.

When special students make up their deficiencies they may become regular students and candidates for a degree.

ATHLETIC TEAMS, MUSICAL AND OTHER CLUBS

ABSENCES ON ACCOUNT OF ATHLETICS, ETC.—The members of regular athletic teams, of musical and of other student organizations, together with necessary substitutes and managers, are permitted to be absent from their University duties for such time, not to exceed nine days per semester, as may be necessary to take part in games, concerts, etc., away from Gainesville. All classwork missed on account of such trips must be made up, as promptly as possible, at such hours as may be arranged by the professors concerned. All drills missed, which so reduce the semester total that it averages less than three hours per week, must be made up before semester credits can be given.

SCHEDULES.—Schedules of games, concerts, etc., must be arranged so as to interfere as little as possible with University duties. Schedules of games must receive the approval of the Committee on Athletics; schedules of concerts, of dramatic entertainments, etc., the approval of the Committee on Student Organizations.

All regular games will be played under the rules of the Southern Intercollegiate Conference.

ELIGIBILITY TO ATHLETIC TEAMS, MUSICAL CLUBS, ETC.—Any team or club representing the University must be composed exclusively of students in good standing. Negligence of duties, or failure in studies, excludes a student from membership in all such organizations.

No minor student is permitted to play on any regular athletic team, if his parent or guardian objects. A list of players and substitutes must be submitted to the Committee on Athletics before each game and must receive its approval.

FINANCES.—The general Faculty has made the following rules:

All student organizations desiring to collect funds for any purpose whatsoever on the campus must, unless such organizations be under other Faculty control, first secure written permission from the Committee on Student Organizations.

No profits are to be taken by the officers of any student organization that makes its appeal for funds on the basis of its being a University enterprise, except such as may be duly authorized by the President or by the Committee on Student Publications.

At least once a year student organizations engaging in financial operations must have their accounts audited by the Committee on Student Organizations and must publish in the *Alligator* a statement of their receipts and expenditures.

EQUIPMENT

GROUNDS AND BUILDINGS

The University occupies a tract of six hundred and thirteen acres, situated in the western extremity of Gainesville. Ninety acres of this tract are devoted to campus, drillgrounds, and athletic fields; the remainder is used by the College of Agriculture.

The University is one of the few institutions in the United States that made plans before laying the foundation of a single building for all future development of the campus, as far as this could be foreseen. Consequently the campus presents an harmonious appearance. The liberality of the State has permitted the erection of substantial and attractive modern buildings as fast as they were needed.

The present buildings are:

The two Dormitories, *Thomas Hall* and *Buckman Hall,* brick and concrete structures, three stories in height, sixty feet in width and three hundred and two hundred and forty feet, respectively, in length. They are built in fireproof sections, each containing twelve suites of dormitory-rooms and on each floor of each section a shower-bath, lavatory, and toilet.

Science Hall, a brick and concrete building of two stories and a finished basement, one hundred and thirty-five feet long and sixty-six feet wide. It contains the classrooms and laboratories of the Departments of Chemistry and of Biology and Geology, as well as the University Museum.

The *Agricultural Experiment Station Building,* a brick and concrete structure of three stories and a finished basement, one hundred and twenty-five feet long and sixty feet wide. It contains the offices and laboratories of the Station.

Engineering Hall, a brick and terra-cotta structure, three stories high, one hundred and twenty-two feet long and seventy-three feet wide, with two one-story wings. One wing is used for boilers and machine-shop, the other (one hundred and sixty-three feet long by forty-one and one-half feet wide) is designed for wood-shop, blacksmith-shop, and foundry. Engineering hall provides offices, classrooms, laboratories, and drafting-rooms for the Departments of Civil, of Electrical, and of Mechanical Engineering, of Mechanic Arts, of Physics, and of Military Science and Tactics.

The *Agricultural College Building,* a brick and concrete structure, three stories high, one hundred and fifteen feet long and sixty-five feet wide. It provides for classrooms, laboratories, and offices for the College, and for Extension Work.

The *University Commons,* a brick building of one story and basement, one hundred and fourteen feet long and forty-two feet wide, with a wing forty-nine feet long and twenty-seven feet wide. It provides a large dining-hall and kitchen. A wooden annex, one hundred and twenty feet long by sixty feet wide, is now used as a Y. M. C. A. "Hut".

Language Hall, a brick and stone structure of three stories, one hundred and thirty-five feet long and sixty-six feet wide. It is the home of the College of Arts and Sciences and provides classrooms and offices for the Departments of Languages, History and Economics, Mathematics, and Sociology and Political Science, together with the administrative offices of the University. In the basement are the bookstore and the offices and presses of the *Alligator.*

George Peabody Hall, Teachers College, erected at a cost of forty thousand dollars ($40,000), the gift of the Peabody Board of Trust. It is a brick building, three stories high, one hundred and thirty-five feet long and seventy-two feet wide. It provides for the Departments of Education and Philosophy and for Teacher-Training Work. The general library of the University is at present in this building.

The *College of Law Building,* a brick and stone structure of two stories, one hundred and twenty feet long and seventy feet wide. It contains an auditorium, model courtroom, lecture-rooms and offices, library, reading and consultation rooms, cataloguing room, and quarters for the Marshall Debating Society.

Gymnasium, a brick and stone structure of two stories (one of which is mezzanine) and basement, one hundred and six feet long and fifty-three feet wide. It is heated by steam, is fully supplied with hot water, and is well lighted and ventilated. The main floor is used as an auditorium and gymnasium. A gallery extending around the whole room provides space for the spectators at gymnastic exhibitions. The basement contains rooms for the director and for University and visiting teams, and for lockers and shower-baths.

The *Administration Building* when completed will be the outstanding architectural feature of the campus, and will cost $800,000. The first unit, costing $200,000, includes an auditorium which accommodates 2,200 persons. In this magnificent cathedral auditorium is the great Andrew Anderson organ. See page 21.

The *University Library Building,* a brick and terra-cotta structure two stories high, one hundred and forty-six by one hundred and sixty-seven feet containing a large reference room, a reserve book reading room and offices.

Basket Ball Auditorium, a steel structure, one hundred forty-six feet by one hundred ten feet, with a playing floor sixty by ninety feet, will be ready for use in September.

WOODEN BUILDINGS.—During the existence of the S. A. T. C., the Vocational Unit erected:

Two *Barracks,* each of two stories, sixty feet long and forty feet wide, and each accommodating sixty-six men. One of these buildings has been equipt as a hospital with accommodations for twenty-five men.

A *Garage,* one hundred and twenty feet long, and well arranged for repair work.

VALUE.—The value of the property used for the work of the University is $1,278,000. The grounds are valued at $100,000.

GENERAL LIBRARY

The general Library contains about 40,000 volumes. Additional books are purchased as rapidly as funds are available.

The books are classified according to the Dewey Decimal Classification. All students are encouraged to use the dictionary catalog and the indexes to periodical literature, and by free access to the shelves to become familiar with the books themselves. A taste for good literature is being developed in many students who before entering the University have not had access to a good library.

As a designated depository of the United States government the Library receives annually several hundred bound volumes. In addition much valuable material is received from the various state universities, colleges and experiment stations.

The Library receives about two hundred and eighty-five general and technical periodicals, the current numbers of which are to be found on the reading tables. These periodicals are bound as rapidly as the volumes are completed and are particularly valuable for use in reference work. The daily and weekly newspapers are to be found in the newspaper room. Thru the courtesy of the editors a large number of the county and daily newspapers of Florida are sent to the Library for the use of the students.

The University Library is glad to be of assistance to the teachers and high school students of the State. Under reasonable regulations books are lent upon request. When it is impossible to send the material desired bibliographies with suggested sources of material are gladly furnished.

The Library Building under construction during the past year is nearly completed. It is of Tudor Gothic architecture and conforms to the general plan of the other buildings on the campus. The large reference and reserve book rooms will provide ample seating capacity for all students desiring to study and read in the Library. The additional facilities will make it possible to take up phases of library work not possible in the past because of the small staff and the lack of room.

DEPARTMENTAL LIBRARIES

The technical departments possess special libraries, housed in their respective buildings, but accessible to all members of the University.

MUSEUM

By Act of the Legislature of 1916-17 the University was made the home of The Florida State Museum. The Act further provides for:

> A natural history and ethnological survey of the State; for scientific investigations looking towards the further development of its natural resources; for the collecting of material of scientific, economic and civic value, whether pertaining to the mineral, vegetable, and animal kingdoms or to the aboriginal tribes and the early explorations and settlements; for a library; and for traveling exhibits to be kept in circulation among the schools of the State.

Adequate funds for carrying out all the provisions of this Act have not as yet been provided; but, largely thru the generosity of some of our citizens, enough specimens and data are already in hand to permit the Director to announce that the museum is open from eight to five every day in the year.

The Museum contains at the present time about five hundred thousand specimens, one half of which have been carefully catalogued. Among the thirteen hundred and seventeen accessions are perhaps most worthy of mention an herbarium of four thousand and eight hundred sheets presented by Dr. Samuel C. Hood, of Orlando; the R. D. Hoyt collection of more than eight hundred birds and four hundred sets of bird eggs; the John J. Ryman collection of more than two hundred birds and eight hundred sets of bird eggs; a complete collection of the mollusca of Alabama, presented by the late Dr. Herbert H. Smith, curator of the Alabama Geological Survey Museum; a large number of bird plumes, presented thru Secretary Gilbert J. Pearson, of New York, by the National Association of Audubon Societies; and the "Loring Memorial Collection", presented by General Loring's heirs, Mrs. William Loring Spencer and Mrs. M. C. Royston, of St. Petersburg. This last collection is of great historical and artistic value, besides being intrinsically worth many thousands of dollars. The von Noszky collection, presented by Mrs. Rosa von Noszky is now safely housed in the Museum. Colonel and Mrs. E. S. Walker of Gainesville have recently made important contributions.

Other valuable donations can, it is believed, be announced soon. Even now it is known that much material of historic and artistic interest is under consideration for the Museum, and other negotiations are under way for securing large exhibits. One good-sized library and a collection weighing more than six tons are already packed for shipment to the University.

In addition to these there are in the Museum a fair collection of the mollusca of Florida, containing more than eighteen thousand specimens; about nine thousand Florida fossils; more than five hundred Florida reptiles; more than ten thousand specimens of stone implements and pottery of the aborigines of Florida; besides thousands of specimens of historic articles, minerals, insects, etc. The library of the Museum numbers about five thousand volumes and pamphlets.

Unfortunately, owing to the lack of rooms and cases, only a small part of this material is now on exhibition and of this part but few specimens are arranged to the best advantage.

LABORATORIES

For the *Laboratories* and other equipment of the College of Agriculture, see that College.

The *Biological Laboratories* are located in Science Hall. They are equipt with individual microscopes and other essential apparatus for each student in all the courses offered. In addition there is considerable equipment of special apparatus for the use of the instructional staff and advanced students.

The *Biological Station* on Newnan's Lake, six miles east of the campus, is available for field work on the animals and plants of the region. The area about the station provides virgin or nearly virgin conditions of land and fresh-water life. Equipment for class and research work is provided.

The *Business Administration Laboratory* is located in Language Hall, containing typewriters, adding machines, filing cabinets, and other equipment for use in Accounting, Statistics, and Office Technique. Current statistics, business reports and periodicals are placed on file for the use of students of the Department of Economics and Sociology.

The *Chemical Laboratories* are equipt with the apparatus and chemicals required for instruction in general, inorganic,

organic, analytical, physical, agricultural and industrial chemistry, and considerable special equipment which is necessary in the more advanced courses.

The *Geological Laboratory* contains the U. S. Geological Survey Educational Series of rocks. For the study of historical geology there is a collection of fossils illustrating the distribution and development of organisms; for the study of mineralogy there is a blowpipe collection of one hundred selected minerals, an accessory blowpipe collection of miscellaneous minerals, a collection of fifty natural crystals, and a reference collection of choice mineral specimens.

The *Physical Laboratory* is equipt with apparatus for meeting the needs of such undergraduate work in physics as is usually carried on in the best American colleges.

To the department of physics is devoted the entire third story of Engineering Hall, as well as a lecture-room on the second story. The quarters on the third story include a main laboratory, an electrical laboratory, an optical room, an office and private laboratory, a workshop and apparatus room, a classroom, and a number of storerooms.

The *Psychological Laboratory*, on the first floor of Peabody Hall, is well equipt for class demonstrations, and for carrying on experimental and research work. In addition to the apparatus for the regular experimental work, the laboratory is equipt for carrying on mental and physical tests in connection with the work in educational psychology offered by the Teachers College.

The *Dynamo Laboratory* is located on the ground floor of Engineering Hall, and provides a floor area of 30 feet by 90 feet, including rooms accessory to the main laboratory. It is equipt with electrical machinery suitable for the undergraduate work in electrical engineering which is customary in American engineering colleges.

This laboratory has enjoyed the generosity of a number of manufacturers of electrical appliances, who have kindly given or lent much valuable equipment.

The laboratory is equipt with special apparatus for the calibration of electrical measuring instruments, and is prepared to conduct tests for residents of this State at nominal charges.

The *Testing Laboratory* has a 50,000-pound Riehle machine for testing the tensile, compressive, and transverse strength of materials, and a cement-testing machine with the necessary accessories. These machines are useful for testing materials used in road construction.

Hydraulic Laboratory.—The Hydraulic Laboratory is located on the ground floor of Engineering Hall and is equipt with apparatus for use in connection with the undergraduate courses in Hydraulics.

The *Drafting-Room* is equipt with substantial oak desks and possesses the necessary minor equipment to accommodate twenty-four students at a time.

Surveying Instruments.—These consist of three surveyor's compasses; three wye and two dumpy levels, and one precision level; two plain and five stadia transits, of which three are equipt with attachments for solar and star observations; four complete plane tables; one sextant; one aneroid barometer; one Price Current Meter; and the necessary rods, chains, tapes and minor instruments. Blue-printing apparatus also is included.

Shops.—The Wood Shop is equipt with full sets of hand tools, benches and lockers for work and tools. The wood working machinery includes a surfacer, jointer, universal saw table, band-saw, mortiser, borer, disk sander, four lathes and a universal grinder.

The Machine-Shop is equipt with an 18-inch Cady, a 16-inch Reed, a 16-inch Bradford, an 11-inch Star, and a Rivett lathe; a drill press; a Gray planer; a No. 1 Brown and Sharp miller; a Springfield shaper; a No. 2 Marvel hack saw; emery wheels; vises and tools.

The Forge Shop is equipt with twenty four down-draft forges, with anvil and a set of hand tools for each forge, six bench-vises, a trip hammer, punch and shear, drill-press, emery wheel stand and individual lockers for work.

ATHLETIC

The University has provided a hard-surfaced athletic field, including two football gridirons, baseball diamond, with grandstand and enclosed field, and tennis-court facilities. A basketball court also is located on the campus.

MILITARY

Military equipment of a value of more than $100,000 is available for military instruction.

EXPENSES

UNIVERSITY CHARGES.—*Tuition.*—A tuition fee of forty dollars ($40.00) per year is charged every *legal* resident in the College of Law. An additional charge of one hundred dollars ($100.00) per year is required of all non-resident Law students. In the other colleges a student whose legal residence is in Florida* is subject to no charge for tuition; a student who is not a legal resident of the State is required to pay a tuition fee of one hundred dollars ($100.00) per year.

Registration and Contingent Fee.—This fee of seven and one-half dollars ($7.50) per year is charged all students, except graduate students, whose courses have been approved by the Committee on Graduate Work. Such graduate students pay an annual fee of $2.50.

In no case do these fees include laboratory fees.

An additional fee of two dollars ($2.00) is required of students who enter after the day scheduled for registration.

Registration is not complete until all University bills are paid. Those who fail to meet this obligation are not regarded as members of the University. Fees must be paid within five days after entrance to classes; otherwise an additional fee of $2.00 will be required.

Each student should file his registration card with the Registrar not later than two weeks after the date of his enrollment. Failure to do this will cause his name to be dropped from the student roll.

Students who are assigned to student service will be required to pay their fees at the beginning of the semester in cash; and at the end of the semester, or at such time as the service to which they are assigned is completed, the University will pay them in cash for the work done. The Auditor is not permitted to extend credit on fees. No exception will be made to this rule of the Board of Control.

No refund of any fees will be made after ten days from date of registration. Positively no exception to this rule will be permitted.

Student Activity Fee.—This fee of twenty-six dollars ($26.00), payable on entrance, was voted by the students and approved by the Board of Control. The moneys so derived

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**A legal resident is one whose parent or guardian is a registered qualified voter in the State of Florida. A student over 21 years of age becomes a legal resident when he is a qualified, registered voter in this state.*

are used to foster and maintain athletic sports, student publications, literary and debating societies, and other student activities. All students are required to pay this fee, except those registered as graduate students with the Committee on Graduate Work.*

Laboratory Fees.—A small fee is required for each course that includes laboratory work, to cover cost of consumable materials, wear and tear of apparatus, and similar items. The amount of the fee varies with the different courses, in no case exceeding $6.00 per semester for any one course. In every case payment in advance is required.

Infirmary Fee.—All students are charged an infirmary fee of five dollars ($5.00). This secures for the student, in case of illness, the privilege of a bed in the infirmary and the services of a professional nurse and of the resident physician, except in cases involving major operations. All students will be given a careful physical examination at the beginning of the session. Board is charged at the rate of one dollar a day. A refund of seventy-five cents a day is allowed if a student is boarding at the Commons.

Diploma Fee.—A diploma fee of five dollars ($5.00), payable on or before April 1st of the year of graduation, is charged all candidates for degrees.

Board and Lodging.—Board, lodging, and janitor service will be furnished by the University at a cost of eighty-seven dollars and fifty cents ($87.50) per semester (not including the Christmas vacation). To get advantage of this rate, payment must be made at the beginning of each semester. No refund will be made for less than a month's absence. When not engaged by the semester, board and lodging will be furnished at twenty-two dollars and fifty cents ($22.50) per month.

Under *Board and Lodging* are included meals in the commons and room (with heat, light, janitor service, and access to a bathroom), furnished as stated below. The doors of the rooms are provided with Yale locks. A deposit of 50 cents is required for each key, which will be returned when the key is surrendered. *Janitor service* includes the care of rooms by maids, under the supervision of a competent housekeeper.

Board and lodging in private homes may be secured at the rate of thiry-five to forty dollars ($35.-$40.00) per month.

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*Such graduate students not paying this fee are not permitted to participate in the privileges and benefits of student activities.

Board without Lodging.—Board without lodging will be furnished at the rate of $20.00 per calendar month, payable in advance. No part of this sum will be refunded.

Lodging without Board.—Lodging without board is not furnished.*

Furniture.—All rooms are partly furnished and adjoin bathrooms equipt with marble basin and shower with both hot and cold water. The furniture consists of two iron bedsteads and mattresses, chiffonier or bureau, table, washstand, and chairs. The students are required to provide pillows, bedding, towels and toilet articles for their own use.

Books.—The cost of books depends largely upon the course taken, but is, in no case, a large item of expense, tho in the higher classes the student is encouraged to acquire a few works of permanent value. The average cost of books to academic students is between $12.00 and $15.00 per annum; to law students, $35.00 to $40.00.

Summary.—The following table summarizes the minimum expenses of a Florida student registered in any college save in that of Law:

Tuition	$000.00
Registration and Contingent Fee	7.50
Student Activity Fee	26.00
Infirmary Fee	5.00
Board and Lodging (if paid by the semester in advance)	175.00**
Books (about)	13.50
Laundry (about)	18.00
	245.00

Students other than legal residents will add a tuition fee of $100.00; those enrolled in the R. O. T. C. will pay an additional fee of $1.00. See Division of Military Science and Tactics. Candidates for degrees will add a diploma fee of $5.00.

REMITTANCES.—*All remittances should be made to the Auditor, University of Florida, Gainesville, Florida.*

OPPORTUNITIES FOR EARNING EXPENSES.—It is often possible for a student to earn a part of his expenses by working during hours not required for his University duties.

A few students are employed as waiters, as janitors, and in other capacities. Such employment is not, as a rule, given

*Attention is called here, however, to the large number of rooming-houses near the campus that have recently been built.

**Board and Lodging, if paid monthly in advance, as follows:

First Semester		Second Semester	
Sept. 14 to Oct. 13	$22.50	Feb. 1 to Feb. 28	$22.50
Oct. 14 to Nov. 13	22.50	Mar. 1 to Mar. 31	22.50
Nov. 14 to Dec. 20	26.50	Apr. 1 to Apr. 30	22.50
Jan. 4 to Jan. 31	21.00	May 1 to June 8	27.50

to a student otherwise financially able to attend the University, nor is it given to one who fails in any study. Application for employment should be made to Dr. J. E. Turlington, Chairman of the Self-Help Committee.

Altho the employment of students is designed to assist those in need of funds, the payment for their services is in no sense a charity. The rate of remuneration is no higher and the standard of service demanded is no lower than would be the case if the work were done by others than students. If a student employee fails to give satisfaction, he is discharged. Otherwise, provided it is not found to interfere with reasonable success in his studies and provided he does not commit any breach of good conduct, he is continued in his position as long as he cares to hold it.

Great credit is due those willing to make the necessary sacrifices, nevertheless students are advised not to undertake to earn money while pursuing their studies, unless such action is unavoidable. Proper attention to studies makes sufficient demand upon the time and energy of a student, without the burden of outside duties; such time as the studies leave free can be spent more profitably in recreation.

FELLOWSHIPS, SCHOLARSHIPS, AND LOAN FUNDS

FELLOWSHIPS.—In order to encourage young teachers to prepare themselves further for their work, three Teaching Fellowships, each paying $200.00 annually, have been established.

Application for a fellowship must be made in writing to the Dean of the Teachers College or to the President of the University. It must show that the applicant is a college graduate and has ability to profit by the work offered, and must be accompanied by testimonials as to his character.

A Fellow must devote himself to studies leading to the Master's degree in Education. He will be expected to teach four or five hours per week in the Normal School, under the direction and supervision of the Teachers College. He may be called upon for minor services, such as conducting examinations, but not for anything that would interfere with his graduate work.

"*L. P. Moore Fellowship.*—Established and maintained by Mr. L. P. Moore, of New York, in the interest of forwarding

horticultural research in connection with the production of tung-oil trees and seed in America. Open only to graduates of a four-year agricultural course. Value, $750."

SCHOLARSHIPS.—Thru the generosity of friends, the University is able to offer several scholarships. (See also College of Agriculture and Teachers College.) Application for a scholarship should be made to the President of the University and should be accompanied by a record of the student's work, statement of his need, and testimonials as to his character. To secure a scholarship:

(a) The student must actually need this financial help to enable him to attend the University.

(b) He must be of good character and habits and sufficiently far advanced to enter not lower than the freshman class.

1. *United Daughters of the Confederacy Scholarship.*—Established and maintained by the U. D. C. of the State at large. For the grandson of a Confederate soldier. Value $180.00.

2. *Kirby Smith Chapter, U. D. C., Scholarship.*—Established and maintained by the Kirby Smith Chapter, U. D. C., of Gainesville. For the lineal descendant of a Confederate veteran. Value, $90.00.

3. *Jacksonville Chapter, U. D. C., Scholarship.*—Established and maintained by the Jacksonville Chapter, U. D. C. For the lineal descendant of a Confederate veteran. Value, $180.00.

4. *Tampa Chapter, U. D. C., Scholarship.*—Established and maintained by the Tampa Chapter, U. D. C. For the lineal descendant of a Confederate veteran. Value, $180.00.

5. *Katherine Livingstone Chapter, D. A. R., Scholarship.*—Established and maintained by the Katherine Livingstone Chapter, D. A. R., of Jacksonville. Value, $250.00.

6. *Knight and Wall Scholarship.**—Established and maintained by the Knight and Wall Company, hardware dealers, of Tampa. Value, $245.00.

7. *Arthur Ellis Ham Memorial Scholarship.*—The University here renders reverent and grateful homage to the memory of a former student, Captain Arthur Ellis Ham, who fell in battle at St. Mihiel on September 14, 1918.

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*For particulars, address the Superintendent of Public Instruction, Hillsboro County, Tampa, Fla.

His will provided that one half of his military insurance should go to Smith College, of which his widow, Mrs. Elizabeth C. Ham, is a graduate, and the other half to the University, to be used in establishing at each of these institutions "a scholarship for the annual benefit of some needy and deserving student." Mrs. Ham at once generously sent checks for the full amount, five thousand dollars ($5,000) each, to Smith and to Florida. The Board of Control gratefully accepted the bequest, and the Faculty, in its resolutions of sympathy and thanks, added that the scholarship should be known as the "Arthur Ellis Ham Memorial Scholarship."

8. *John B. Sutton Scholarship.*—The University takes great pleasure in announcing the establishment of a scholarship yielding $250.00 by a most loyal alumnus and member of the Board of Control, Mr. John B. Sutton, LL.B., 1914, of Tampa, Florida.

9. *Sister Esther-Carlotta, S. R. Scholarship.*—Established and maintained by Sister Esther-Carlotta, S. R., and friends of St. Augustine. For a worthy, needy boy of St. Augustine. Value, board.

10. *Scottish Rites Scholarships.*—Maintained by the Scottish Rites Bodies of Jacksonville, Florida. Two scholarships, valued at $240.00 each.

11. *Loring Memorial Scholarship.*—Maintained by Mrs. William Loring Spencer, in memory of her distinguished uncle, General Loring. Value, $250.00.

12. *Harvey W. Seeds Post Scholarship.*—Maintained by the American Legion, Miami, Florida. Value, $300.00.

13. *Knights of Pythias Scholarships.*—The University hereby acknowledges its profound gratitude to the Grand Lodge of the Knights of Pythias of Florida which by the establishment of twelve scholarships makes it possible each year for twelve young men to pursue their studies.

Applications for one of these scholarships should be made to Dr. J. H. Coffee, Arcadia, Florida.

14. *Chilean Nitrate of Soda Scholarship.*—The University acknowledges gratefully its indebtedness to the Educational Bureau, Chilean Nitrate of Soda, of which Dr. Lambert Myers, of Atlanta, Georgia, is manager for the South-

eastern States, for establishing a scholarship in the College of Agriculture. Value, $375.00.

Details as to this scholarship will be furnished applicants by County Demonstration Agents, Vocational Agricultural Schools, or by Boys' Club Leaders.

LOAN FUNDS.—The generosity of friends enables the University to lend a few needy students money with which to help defray their expenses. A joint note is to be made by the recipient of a loan and one responsible holder of property valued at not less than $1,000 over and above the exemption privilege. Interest on such loans is at the rate of 7% and is payable yearly, but does not begin until the first of July after graduation, or until one month after a non-graduating recipient has severed his connection with the University. The principal is to be repaid in annual instalments of $100 each, due at the time of interest payments.

William Wilson Finley Foundation.—See under College of Agriculture.

State U. D. C. Foundation.—Loan to a lineal descendant of a Confederate soldier to an amount not exceeding $100 per year.

Rotary Loan Fund.—The University here wishes to make manifest its appreciation of the great interest shown in higher education by the Rotarians of Florida, who have set aside a considerable sum of money to be used in making loans to poor boys who otherwise would not be able to attend college. This loan fund was not established in order to benefit the University of Florida as such, but to advance the whole State by helping in the development of such of its youth as are capable of leadership. No action could be more patriotic, none more worthy of praise.

Applications for loans should not be made to the University, but to the President of the Gainesville Rotary Club or to Mr. Ken Guernsey, District Governor International Rotary, Orlando, Florida.

HONORS

PHI KAPPA PHI.—A chapter of the Honor Society of Phi Kappa Phi was established at the University during the spring of 1912. To be eligible for membership a student must have

been in attendance at the University for at least one year, have been guilty of no serious breaches of discipline, have had at least three years of collegiate training, be within one year of finishing a course leading to a degree, and stand among the first fourth of the senior class of the University. The numerical grade which must be attained is based on all college work, wherever done, for which the student receives credit towards a degree.

MEDALS.—Medals are offered (1) to the best declaimer in the freshman and sophomore classes and for the best original orations delivered (2) by a member of the junior, and (3) by a member of the senior class. The contests are settled in public competition at Commencement. The speakers are limited to four from each class and are selected by the Faculty.

ALUMNI ASSOCIATION

At the close of their Commencement exercises the class of 1906 organized an Alumni Association. All graduates of the University *and the graduates of the former institutions who have had their diplomas confirmed by the University* are eligible for membership.

Further information concerning the Association may be obtained from any one of the officers: President, George R. McKean, Tampa; Vice-President, R. F. Maguire, Orlando; Secretary, H. L. Thompson, Gainesville; Corresponding Secretary, H. G. Hamilton, Gainesville.

STUDENT ORGANIZATIONS AND PUBLICATIONS

ORGANIZATIONS.—Practically every interest of the student-body has a student-controlled organization, but with faculty supervision, for its support. Some of these organizations are mainly religious in character, some social, others purely literary or scientific, still others combine social with other features. Hence there are athletic clubs, in addition to the general Athletic Association of the University; associations of men who have distinguished themselves or who are greatly interested in some activity or study, as e. g., a Military Club, a Monogram Club, honor societies in Agriculture, in Law, in Education, in Debating, in Chemistry, etc.; and a Rehabilitation Club. Among those worthy of special mention are the following:

Athletic Association.—This association, composed of the entire student body, has charge of all major and minor sports, under faculty supervision and subject to the rules and regulations of the Southern Intercollegiate Conference.

Y. M. C. A.—The Y. M. C. A., under the leadership of the General Secretary, seeks to promote the ideal of the University, that every man should have a strong body, a trained mind, and a Christian experience in order that he may go forth prepared to meet the problems of life.

Clean, wholesome athletics is fostered, efficiency in the classroom urged, and systematic Bible study promoted. The best available ministers and laymen are brought before the students to the end that the latter may become acquainted with the problems of today.

The Y. M. C. A., in carrying forward this work, deserves the support of every student, alumnus, and parent.

Honor Committee.—In order to carry out the spirit of the "Honor System," which has been in operation at the University for years, each class elects one of its members to represent it on the Student Honor Committee. This committee strives in every way possible to promote among the students honesty in all their work and conducts a fair trial in the rare cases of breaches of the system. Its verdict is final, but is kept secret from all save those concerned.

Literary and Scientific Societies.—See General Statement of each of the six colleges of the University.

Debating Council.—The Debating Council, composed of one representative from each of the Literary Societies, has general charge both of intersociety and of intercollegiate debates. Under its direction a debating contest is held annually between members of each of the colleges of the University. The winning team gains possession of the Faculty Loving Cup for the ensuing year; three successive victories entitle the society furnishing the debaters to permanent ownership.

Teams representing the University debate annually against teams from the University of South Carolina, the University of Tennessee, and the Louisiana State University. In 1923 a debate was held by the College of Agriculture with the College of Agriculture of the University of Georgia.

Orchestra.—The orchestra plays for Chapel exercises and for other University functions.

Military Band.—The Military Band adds much to the effectiveness of parades. It makes several excursions during the year to neighboring towns. The instruments, valued at over $6,000, are furnished by the War Department.

The Masqueraders.—This dramatic association fosters in its members an appreciation of the drama, and seeks to develop personal power in expression. It stages annually at Gainesville, and at other points in the State, an original play.

PUBLICATIONS.—Beginning with the session of 1909-10 each junior (or senior) class has published an illustrated annual, known as the *"Seminole"*.

The *"Florida Alligator"* is a weekly newspaper owned and controlled by the student-body. Its editorial articles discuss University problems from the viewpoint of the undergraduates. It seeks the support of the alumni, who find in it the best means of keeping in touch with the University.

ADMISSION

TERMS.—A candidate for admission must present, along with his scholastic record, a certificate of good moral character. If he be from another college or university, this certificate must show that he was honorably discharged.

No candidate of less than 16 (18 in the College of Law) years of age will be admitted.

METHODS.—There are two methods of gaining admission:

(1) *By Certificate.*—The University will accept certificates only from standard Florida high schools, grouped by the State Department of Public Instruction under Classes A and B. Certificates will also be accepted from Florida high schools that are members of the Southern Association of Secondary Schools, and from any secondary school elsewhere which is accredited by its State university.

The certificate must be officially signed by the principal of the school attended, and *must be presented to the Committee on Admission on or before the date on which the candidate wishes to be matriculated.* It must state in detail the work of preparation and, in the case of Florida high schools, that the

course *thru the twelfth grade* has been satisfactorily completed.

Blank certificates, conveniently arranged for the desired data, will be sent to all high-school principals and, upon application, to prospective students.

(2) *By Examination.*—Candidates not admitted by certificate will be required to stand written examinations upon the entrance subjects. For dates of these examinations, see University Calendar, page 4.

REQUIREMENTS.—*"Entrance Units".*—The requirements for admission are measured in "Entrance Units," based upon the curriculum of the high schools of Florida. A unit represents a course of study pursued thruout the school year with five recitation periods (two laboratory periods being counted as one recitation period) of at least forty-five minutes each per week, four courses being taken during each of the four years. Thus the curriculum of the standard senior high school of Florida is equivalent to sixteen units.

Number of Units.—Admission to the freshman class will be granted to candidates who present evidence of having completed courses amounting to sixteen such units.

In no case will credit for more than sixteen units be given for work done at a high school.

Deficiency.—A deficiency of one unit will be allowed, but must be removed by the end of the first year after admission. For admission to the College of Engineering such deficiency must be in an elective, and not in a required subject.

Students who have registered for a University study will not be allowed to make up an entrance condition by examination in this subject, unless the examination be taken on the first Saturday in October of the same school year. The University credit may, however, be used as a substitute for entrance credit, a three-hour course continued thruout the year counting as one unit.

Distribution of Units.—Seven specified units are required in common by all the colleges of the University; other specified units are given below; the remaining units are elective.

UNIVERSITY

English	3	units
History	1	unit
*Mathematics	2	units
†Science	1	unit

COLLEGE OF ARTS AND SCIENCES
COLLEGE OF AGRICULTURE‡
TEACHERS COLLEGE

A. B. Curriculum

Latin	2	units

School of Business Administration

One Foreign Language	2	units

B. S. Curriculum

One Foreign Language or History and Science	2	units

COLLEGE OF ENGINEERING

Mathematics	2	units

COLLEGE OF PHARMACY

One Foreign Language or History and Science	2	units

ELECTIVE UNITS.—Elective units are to be chosen from among the subjects regularly taught in a standard high school, altho not more than four will be accepted in vocational subjects—agriculture, mechanic arts, stenography, typewriting, etc. Under exceptional circumstances practical experience in engineering work may be accepted by the College of Engineering in lieu of not more than four elective units.

DESCRIPTION OF UNIT COURSES

The minimum requirements for the specified units, and for the elective units most frequently offered, are as follows:

*One unit must be Plane Geometry.
†For the College of Engineering the Science must be Physics.
‡A. B. Curriculum not offered in College of Agriculture.

BOTANY.—One-half or one unit.—Anatomy and morphology; physiology; ecology; natural history and classification of the plant groups. At least twice as much time should be given by the student to laboratory work as to recitation.

CHEMISTRY (PHYSICS).—One unit.—Study of a standard high-school text; lecture-table demonstrations; individual laboratory work, comprising at least thirty exercises from a recognized manual.

ENGINEERING PRACTICE.—Four units.—Regular commercial work for pay in engineering, or in related subjects, may be recognized for entrance credit at the discretion of the faculty of the College of Engineering. The candidate must submit a written statement from his employer, giving the nature and quality of the work done and the date of beginning and of ending. For each unit allowed twelve months of work will be required.

ENGLISH.—Four units.—The exercises in Composition and the use of the Classics should be continued thruout the whole period of preparation. No candidate will be accepted whose work is notably defective in spelling, punctuation, division into paragraphs, or idiom.

(1) *Grammar.*—English Grammar both in its technical aspects and in its bearings upon speech and writing.

(2) *Composition and Rhetoric.*—The fundamental principles of Rhetoric as given in any standard high-school text; practice in Composition, oral and written.

(3) *Classics.*—The English Classics generally adopted by schools and colleges.

(4) *History of American Literature; History of English Literature.*—One unit.—Supposed to represent the work of the fourth year in English in the high school.

HISTORY.—Four units.

(1)	Ancient History, with particular reference to Greece and to Rome	1 unit
(2)	European History since Charlemagne	1 unit
(3)	English History	1 unit
(4)	American History	1 unit

A year's work based on a textbook of at least 300 pages is required for each unit. The student should know something of the author of the textbook used and give evidence of having consulted some works of reference.

LATIN.—Four units.—The minimum work required is:

(1) First Year.—One unit.—Completion of Collar & Daniell's First Year Latin, Potter's Elementary Latin Course, or other good first-year book.

(2) Second Year.—One unit.—Four books of Caesar's Gallic War; grammar and prose composition thruout the year.

(3) Third Year.—One unit.—Six of Cicero's Orations; grammar and prose composition thruout the year.

(4) Fourth Year.—One unit.—The first six books of the Aeneid and as much prosody as relates to accent, versification in general, and to dactylic hexameter.

MATHEMATICS.—Four units.

(1) *Algebra.*—First Year. — One unit. — Elementary operations: factoring, highest common factor, least common multiple, fractions, simple equations, inequalities, involution, evolution, and numerical quadratics.

(2) *Algebra.* — Second Year. — One unit. — Quadratic equations, ratio and proportion, the progressions, imaginary quantities, the binomial theorem, logarithms, and graphic algebra.

(3) *Plane Geometry.*—One unit.

(4) *Solid Geometry.*—One-half unit.

(5) *Plane Trigonometry.*—One-half unit.

MODERN LANGUAGES.—Two units.—If the student offers only one unit, he must study the language a second year in the University.

First Year.—One unit.—Pronunciation; grammar; from 100 to 175 pages of graduated texts, with practice in translating into the foreign language variations of sentences read; dictation; memorizing of short selections.

Second Year.—From 250 to 400 pages of easy prose; translation into the foreign language of variations upon the texts read; abstracts; grammar; exercises; memorizing of short poems.

PHYSICAL GEOGRAPHY.—One unit.—Study of a standard high-school text, together with laboratory and field course.

PHYSICS.—Requirements similar to those for chemistry, which see.

ZOOLOGY.—One-half or one unit.—Study of a standard high-school text and dissection of at least ten specimens. Notebooks with drawings, showing the character of the work completed, must be presented on entrance to the University.

ADVANCED STANDING

Advanced standing will be granted only upon recommendation of the heads of the departments concerned. Fitness for advanced work may be determined by examination or by trial. Students from other institutions of like standing will ordinarily be classified according to the ground already covered.

ORGANIZATION

I. THE GRADUATE SCHOOL.

II. THE COLLEGE OF ARTS AND SCIENCES:

(a) A Curriculum leading to the A. B. degree.
(b) A Curriculum leading to the degree of A.B. in the Social Sciences.
(c) A Curriculum leading to the B. S. degree.
(d) A Pre-Medical Course.
(e) School of Business Administration.

III. THE COLLEGE OF AGRICULTURE:

Instructional Division:

(a) A Curriculum leading to the B. S. degree in Agriculture.
(b) A Curriculum leading to the title Graduate in Farming.
(c) A Two-Year Course.
(d) A One-Year Course.
(e) A Four-Months' Course.

Experiment Station Division.
Extension Division.

IV. THE COLLEGE OF ENGINEERING:

(a) A Curriculum leading to the B. S. degree in Civil Engineering.
(b) A Curriculum leading to the B. S. degree in Electrical Engineering.
(c) A Curriculum leading to the B. S. degree in Mechanical Engineering.
(d) A Curriculum leading to the B. S. degree in Chemical Engineering.

V. THE COLLEGE OF LAW:

A Curriculum leading to the LL.B. or J. D. degree.

VI. THE TEACHERS COLLEGE AND NORMAL SCHOOL:

(a) A Curriculum leading to the A. B. degree in Education.
(b) A Curriculum leading to the B. S. degree in Education.
(c) A Normal Course leading to a Diploma.
(d) The University Summer School.

VII. THE COLLEGE OF PHARMACY.

VIII. GENERAL (Connected with at least four Colleges):

Division of Hygiene.
Division of Athletic Coaching and Physical Education.
Division of Military Instruction.
Division of Rehabilitation.

IX. GENERAL EXTENSION DIVISION.

GRADUATE SCHOOL

ORGANIZATION.—This School is under the direction of the Committee on Graduate Studies, which consists of Professors Anderson, Benton, Farr, Newell, Norman, Trusler, and Leigh.

Graduate students should register with the Chairman of this Committee.

DEGREES OFFERED.—Courses are offered leading to the degrees of Master of Arts, Master of Arts in Education, Master of Science, Master of Science in Agriculture, and Master of Science in Education.

PREREQUISITE DEGREE.—Candidates for the Master's degree must possess the Bachelor's degree of this institution or of one of like standing. If the degree offered is not acceptable, the student may be required to obtain a satisfactory Bachelor's degree or he may be permitted to make good his deficiency by additional work and a longer residence at the University.

APPLICATIONS.—Candidates for the Master's degree must present to the Chairman of the Committee on Graduate Studies a written application for the degree not later than the first of November of the first year's residence. This application must name the major and minor subjects offered for the degree and must contain the signed approval of the heads of the departments concerned.

When a candidate offers as a part of his work any course not sufficiently described in the catalog, he must include in his application an outline or description of that course.

TIME REQUIRED.—The student must spend at least one entire academic year in residence at the University as a graduate student, devoting his full time to the pursuit of his studies.

WORK REQUIRED.—The work is twelve hours per week. Six hours of this work must be in one subject (the major) and of a higher grade than any course offered for undergraduate students in that subject. The other six hours (the minor or minors) are to be determined and distributed by the professor in charge of the department in which the major subject is selected. No course designed primarily for students of a lower grade than the junior class will be acceptable as a

minor. While the major course is six hours, these hours are not the same as undergraduate work, for in general the major work will require at least two-thirds of the student's time.

To obtain credit for a minor the student must attain a grade of not less than eighty-five per cent. Re-examinations are not permitted.

DISSERTATION.—It is customary to require a dissertation showing original research and independent thinking on some subject accepted by the professor under whom the major work is taken. This dissertation must be in the hands of the committee not later than two weeks before Commencement Day. Two copies are required to be deposited in the library if the dissertation is accepted.

SUMMER SCHOOL.—Four complete summer terms devoted entirely to graduate work will satisfy the time requirement.

The application must be presented not later than four weeks after the beginning of the first term.

COLLEGE OF ARTS AND SCIENCES

JAS. N. ANDERSON, *Dean*

FACULTY.—Jas. N. Anderson, O. W. Boyd, W. H. Beisler, J. R. Benton, A. P. Black,* L. M. Bristol, L. W. Buchholz, H. W. Chandler, M. D. Cody, C. L. Crow, H. O. Enwall, J. M. Farr, J. D. Glunt, A. R. Halley, W. B. Hathaway, F. H. Heath, T. H. Hubbell, W. J. Husa, V. T. Jackson, J. M. Leake, T. R. Leigh, B. F. Luker, W. S. Perry, C. G. Phipps, C. A. Robertson, J. S. Rogers, T. M. Simpson, A. W. Sweet.

GENERAL STATEMENT

AIM AND SCOPE.—The tendency of universities at the present time seems to be to reach out their arms farther and farther into the domain of knowledge and to become more and more places where the student may expect to be able to acquire any form of useful knowledge in which he may be interested. In the center, however, there is still found the College of Arts and Sciences, the pulsating heart, as it were, sending its vivifying streams to the outermost tips of the institution.

The aim of the college is to prepare for life, it is true, but not so directly and immediately as do the professional schools. It is a longer, but a better road, for those who are able to travel it, to distinction and ultimate success in almost any calling. Especially in the case of the learned professions, it is becoming clearer that a man must first get a liberal education, if possible, before entering upon his professional studies.

The purpose and aim of the College of Arts and Sciences is to impart culture and refinement, to train the mind and strengthen the intellect, to build up ideals and establish the character, to enlarge the vision, to ennoble the thoughts, to increase the appreciation of the beautiful and the true, to add charm to life and piquancy to companionship, to make the man a decent fellow, a useful citizen, an influential member of society in whatever community he may be thrown, in whatever field his life-course may be run.

But if the student wishes to examine the practical side

*Leave of absence 1924-25.

exclusively, he will find that there is also something practical in all these courses. For instance, they are all valuable for him who wishes to learn to teach those subjects. Moreover, the use of electives gives the student an opportunity to specialize in some branch according to his inclination and in furtherance of his plans.

ADMISSION.—For full description of requirements for admission and of unit courses, see pages 45 to 50, inclusive.

LITERARY SOCIETIES.—The Literary Societies are valuable adjuncts to the educational work of the College. They are conducted entirely by the students and maintain a high level of endeavor. The members obtain much practical experience in the conduct of public assemblies. They assimilate knowledge of parliamentary law, acquire ease and grace of delivery, learn to argue with coolness of thought and courtesy of manner, and are trained in thinking and in presenting their thoughts clearly and effectively while facing an audience. All students are earnestly advised to connect themselves with one of these societies and to take a constant and active part in its work.

CHEMICAL SOCIETY.—The Leigh Chemical Society is organized by and for the students of the department of chemistry. The purpose of the society is to stimulate the interest of the beginning student of chemistry by giving him a correct idea of the broadness of the field and its far-reaching importance in the arts and industry. Those students who are so inclined are thus encouraged to continue the study of chemistry. The programs consist of lectures by members of the faculty, by advanced students of the department, and by outside speakers when they can be secured. An open forum is held at intervals when all members take part in the discussion. Motion pictures are used to good advantage to illustrate the application of chemical principles in various important industries. All chemistry students are urged to affiliate with the society and attend its programs. It meets on the first Thursday evening of each month.

COMMERCIAL CLUB.—This organization was instituted in 1924 by students majoring in economics and business administration. Meetings are held fortnightly for encouraging and developing critical interest in current problems in the fields

of commerce and industry, special attention being given to the economic progress of Florida.

DEGREES.—The College of Arts and Sciences offers courses leading to the degrees of Bachelor of Arts (A.B.), Bachelor of Arts in the Social Sciences (A.B.S.S.), and Bachelor of Science (B.S.).

SUBJECTS OF STUDY.—The subjects of study leading towards the degrees offered by the College of Arts and Sciences are divided into the following four groups:

I.	II.	III.	IV.
Military Science	French	Bible	Astronomy
Physical Education	German	Business Administration	Bacteriology
	Greek	Economics	Biology
	Italian	Education	Botany
	Latin	English Language and Literature	Chemistry
	Spanish	History	Geology
		Philosophy	Mathematics
		Political Science	Meteorology
		Psychology	Physics
		Sociology	Physiology
			Zoology

REQUIREMENTS FOR DEGREES.—For each of the degrees offered, A.B., A.B.S.S., and B.S., there must be taken a total of sixty-eight hours, of which at least the last fifteen hours must be pursued in residence at this University.

For the A.B. degree six hours must be taken in Group I, twelve hours in each of groups II and IV, and eighteen hours in group III; four hours may be taken in any group; the remaining sixteen hours (including the "major") must be chosen from groups II and III and (pure) mathematics. In group II two courses of a grade as high as I must be taken.

For the degree of B. S. in Business Administration see page 88.

For the B.S. degree six hours must be taken in Group I, nine hours in Group II (three of which must be in a course as high as I), fifteen hours in Group III, and twenty-four hours (including the "major") from Group IV; the remaining twelve may be chosen from any Group or Groups.

The "major" must consist of nine hours in one department (not counting the freshman work) and must be approved by the head of the department chosen. The choice of electives must meet with the approval of the Dean.

COMBINED ACADEMIC AND LAW COURSE.—For not more than twelve of the free elective hours required for any of the Bachelor's degrees conferred by the College of Arts and Sciences there may be substituted an equal number of hours from the first year of the College of Law.

The Bachelor's degree in Arts or Science will not be conferred, however, upon a candidate offering twelve hours in Law until he has satisfactorily completed the second year of the course in the College of Law.

MINIMUM AND MAXIMUM HOURS.—The student must take at least fourteen hours of work, and in general will not be permitted to take more than nineteen; but if in the preceding semester he has attained an average of eighty-seven or more and has not failed in any subject he may be permitted to take as many as twenty-one hours, and if he has attained an average of ninety with no failures he may be permitted to take as many as twenty-three hours.

PRE-MEDICAL COURSE.—Students intending to study medicine are advised to take the regular B.S. course. Inasmuch, however, as many students are unable to spend four years on a non-professional course, the University offers a Two-Year Pre-Medical course.

CURRICULUM

Leading to the Degree of Bachelor of Arts

Freshman Year

Names of Courses	Nature of Work	Hours per Week
English I	Rhetoric	3
English II	Introduction to Literature	2
Foreign Language I	French, German, Greek, Latin, or Spanish	
†History I	Medieval History	3
Mathematics I	College Algebra, Plane Analytical Geometry.	3
*Military Science and Drill I.	Regulations and Drill	2
Physical Education I		1
		17

Sophomore Year

Names of Courses	Hours per Week
Biology I*a* and III*b* (or XIII*b*.) or Chemistry I or Physics I and II or Physics V	5
Group II	3
Group III	3
Group II or III or IV	3
*Military Science and Drill II	2
Physical Education II	1
	17

CURRICULUM

Leading to the Degree of Bachelor of Science

Freshman Year

Names of Courses	Nature of Work	Hours per Week
Chemistry I	General Chemistry	5
English I	Rhetoric	3
Foreign Language	French, German, Greek, Latin, or Spanish	3
Mathematics I	College Algebra, Plane Analytical Geometry	3
*Military Science and Drill I.	Regulations and Drill	2
Physical Education I		1
		17

*Students excused from Military Science and Drill must substitute for it some two-hour course to be approved by the Dean.

†Greek A may be substituted. Then History I will be taken the sophomore year.

Sophomore Year

Biology I*a* and III*b* or XIII*b* or Physics I and II or Physics V	5
Group II	3
Group III	3
Group II, III, or IV	3
*Military Science and Drill II	2
Physical Education II	1
	17

In the Junior and Senior years candidates for either of the degrees offered must choose their studies so as to conform to the general "Requirements for Degrees" of this college.

CURRICULUM

Two-Year Pre-Medical Course

First Year

Names of Courses	Nature of Work	Hours per Week
Biology I*a* and III*b*	General Course	5
Chemistry I	General Chemistry	5
English I	Rhetoric	3
Foreign Language	Elementary Course	3
*Military Science and Drill I	Regulations and Drill	2
Physical Education I		1
		19

Second Year

Chemistry III	3
Chemistry V	5
Physics I and II or Physics V	5
Elective	3
*Military Science and Drill II	2
Physical Education II	1
	19

*Students excused from Military Science and Drill must substitute for it some two-hour course to be approved by the Dean.

DEPARTMENTS OF INSTRUCTION

ANCIENT LANGUAGES

Professor Anderson

The study of the classics contributes largely to general culture. In addition to the recognized and peculiar disciplinary value of such studies and their conspicuous service in cultivating the literary sense and developing literary taste, they have a more immediate value and office as aids to the comprehension and interpretation of modern languages and literatures. A thoro study and a full understanding of the modern languages, especially the Romance languages and our own tongue, demand a considerable preliminary acquaintance with Latin and Greek. Thus from two points of view, that of their own intrinsic beauty and value as culture studies and that of aids to the study of other languages, Latin and Greek command our attention and call for a large place in any curriculum which proposes to issue in a liberal education.

Courses A, B, and C, if not used for entrance units, may be taken for college credit if taken here.

LATIN

LATIN A.—First Year Latin, based on a book for beginners. (*First and second semesters; 3 hours. Credit, 3 year-hours.*)

LATIN B.—Second Year Latin, based on Caesar, with grammar and prose composition. (*First and second semesters; 3 hours. Credit, 3 year-hours.*)

LATIN C.—Third Year Latin, based on Cicero and Virgil, with grammar and prose composition. (*First and second semesters; 3 hours. Credit, 3 year-hours.*)

LATIN I.—Ovid, about 2,000 verses selected from his various works, but mainly from the Metamorphoses; Versification, with especial reference to the Dactylic Hexameter and Pentameter; Cicero's De Senectute and De Amicitia. A rapid review of forms and the principal rules of Syntax; a short weekly exercise in prose composition. (*First and second semesters; 3 hours. Credit, 3 year-hours.*)

LATIN II.—Selections from the Roman historians, especially Livy and Sallust, and from the Satires, Epistles, Odes,

and Epodes of Horace, with a study of the Horation Metres. (*First and second semesters; 3 hours. Credit, 3 year-hours.*)

LATIN III.—Juvenal's Satires, with some omissions; Tacitus, parts of the Histories or Annals; selections from Catullus, Tibullus, Propertius, and Ovid. (*First and second semesters; 3 hours. Credit, 3 year-hours.*)

LATIN IV.—Several plays of Plautus and Terence; Tacitus, Germania and Agricola; selections from Seneca, Gellius, and Quintilian. (*First and second semesters; 3 hours. Credit, 3 year-hours.*)

LATIN V*b*.—History of Roman Literature, preceded by a short study of Roman Life and Customs. *(Second semester; 3 hours. Credit, 1 1-2 year-hours.)*

LATIN VI.—Grammar and Prose Composition: an intermediate course in Prose Composition adapted to the needs of students taking Latin I or II and consisting of weekly written exercises and some oral work; in connection with this there will be a general review of Latin Grammar with some more advanced work, both in forms and syntax. (*First and second semesters; 2 hours. Credit, 2 year-hours.*)

LATIN VII.—Advanced Prose Composition: a continuation of Latin VI, open only to those students who have completed Latin VI or equivalent. (*First and second semesters; 2 hours. Credit, 2 year-hours.*)

Not all of these courses will be given in any one year but only such as are most in demand.

ROMAN LAW.—Lectures on Public and Private Law with chief stress upon the latter. The fundamental legal conceptions that are found in Roman Law. Readings in the Institutes of Gaius and Justinian (Robinson's Selections), and constant reference to Sohm—Institutes of Roman Law—translation by Ledley. Topics assigned to students for reports. *(Prerequisite desirable: at least two years of Latin. First semester; 3 hours. Probably repeated second semester. Credit, 1 1-2 year-hours. Professor Simonds.)*

GREEK

GREEK A.—The forms and most important principles of the syntax; numerous exercises, partly oral, partly written, and some practice in conversation and sight reading. One

book of Xenophon's Anabasis, with exercises in Prose Composition and study of the Grammar. *(First and second semesters; 3 hours. Credit, 3 year-hours.)*

GREEK I.—Xenophon's Anabasis, Books II, III, and IV; selections from Lucian and the easier dialogues of Plato, sight translation; Prose Composition; Grammar. (*First and second semesters; 3 hours. Credit, 3 year-hours.*)

GREEK II.—Select orations of Lysias or other Attic orators, with informal talks on Athenian Laws and Customs; parts of the Iliad and Odyssey of Homer; Prosody. (*First and second semesters; 3 hours. Credit, 3 year-hours.*)

GREEK III.—Selections from the Greek historians, especially Herodotus and Thucydides; from the Greek dramatists, especially Euripides and Sophocles; from the lyric fragments of Alcaeus, Sappho, etc. (*First and second semesters; 3 hours. Credit, 3 year-hours.*)

GREEK IV*a*.—History of Greek Literature, preceded by a short study of Greek Life and Customs. A knowledge of the Greek language is highly desirable, but is not required for this course. (*First semester; 3 hours. Credit, 1½ year-hours.*)

GREEK V.—Grammar and Prose Composition: an intermediate course in Prose Composition adapted to the needs of students taking Greek II or III and consisting of weekly written exercises and some oral work; in connection with this there will be a general review of Greek Grammar with some more advanced work, both in forms and syntax. (*First and second semesters; 2 hours. Credit, 2 year-hours.*)

GREEK VI.—Selections from the Septuagint and from the New Testament; class and parallel translations; vocabulary, grammar, and stylistic features stressed. (*First and second semesters; 3 hours. Credit, 3 year-hours.*)

Not all of these courses will be given in any one year but only such as are most in demand.

BIBLICAL INSTRUCTION

Professor Buchholz

The following courses are offered to juniors and seniors, embracing such aspects of Biblical study as the University is prepared to give, with a view to providing a major subject in

the Bachelor of Arts curriculum that will permit students to begin preparation for work as secretary or physical director of the Y. M. C. A., for welfare work in mills or social settlements, or for the ministry. The courses offered will be conducted by the instructors in the departments under which the various aspects of the subject naturally fall and will be given in a spirit free from sectarianism.

BIBLE I.—*Old Testament History.*—The history of the Israelitish nation as narrated in the books of the Old Testament; the connections between sacred and profane history. The aim is to give the student some conception of the development of the cultural, ethical, and spiritual life of the nation. *(First and second semesters; 3 hours. Credit, 3 year-hours. Professor Buchholz.)*

BIBLE II.—*New Testament History.*—The period from Herod the Great to the death of John the Evangelist, with special attention to the life of Christ and the development of the early church. Lectures, Bible readings, textbook. *(First and second semesters; 3 hours. Credit, 3 year-hours. Professor Buchholz.)*

BIBLE III.—*The English Bible as Literature.*— Literary types found in the Bible and the excellence of the work as compared with other great examples of literature. The diction of the 1611 version will be contrasted with that of other translations and its effect upon English literature will be demonstrated. *(Hours to be arranged. Professor Farr.)*

BIBLE IV.— *Old and New Testament Greek.*— See Greek VI. *(Professor Anderson.)*

BIBLE V.—*The Bible as an Ethical and Religious Guide.*— Those parts of the Old and New Testament which bring out most vividly ond directly the moral and religious elements will receive most attention. The aim is to give the student a keen appreciation of the Bible as the best guide for human conduct. Lectures, Bible readings, studies of great sermons, textbooks on Evidences of Christianity. *(First and second semesters; 3 hours. Credit, 3 year-hours.)*

BIOLOGY AND GEOLOGY

Professor Rogers Professor Cody
Assistant Professor Hubbell

The courses offered in biology fall into two main groups: (1) courses in animal biology or zoology, designated by odd numbers below: and (2) courses in botany and bacteriology, designated by even numbers. A major in biology may be selected from either or both of the above groups.

For a description of the laboratories, biological station and general equipment of the department see page 33.

BIOLOGY I*a*.—*Principles of Animal Biology.*—This course is an introduction to the principles and subject matter of biology with special reference to animal life. *(Laboratory fee $3.50. First semester; 2 lecture, 2 laboratory and 1 recitation periods per week. Credit, 2 1-2 year-hours. Professor Rogers.)*

BIOLOGY II.—*General Botany.*—The structure and physiology of the seed plants; structure and phylogeny of the algae, mosses and ferns; ecology and classification of the local flora. *(Labroatory fee per semester $3.50. First and second semesters; 2 class and 2 laboratory periods per week. Credit, 2 year-hours. Professor Cody.)*

BIOLOGY III*b*.—*The Biology of the Frog.*—This course attempts to present a concrete introduction to morphology, physiology and behaviour as related studies of the living animal. *(Prerequisite: Biology Ia. Laboratory fee $3.50. Second semester; 2 lecture, 2 laboratory and 1 recitation periods per week. Credit, 2 1-2 year-hours. Professor Rogers.)*

BIOLOGY III*p*.—*Anatomy and Physiology for Pharmacists.*—The principles of vertebrate anatomy and an introduction to the physiological systems in man. *(Open only to students in the College of Pharmacy. Prerequisite: Biology II. Laboratory fee $3.50. Second semester; 2 class and 2 laboratory periods per week. Credit, 2 year-hours. Assistant Professor Hubbell.)*

BIOLOGY IV*b*.—*Plant Physiology.*—The fundamental processes of the living plant, including absorption, transpiration, respiration, assimilation and growth. *(Prerequisite: Biology II and Chemistry II or IV. Laboratory fee $5.00. Second*

semester; 2 class and 2 laboratory periods per week. Credit, 2 year-hours. Professor Cody.)

BIOLOGY V*a*.—*Invertebrate Zoology.*—The comparative morphology and natural history of the invertebrates, exclusive of insects. *(Prerequisite: Biology Ia. Laboratory fee $5.00. First semester; 3 class and 2 laboratory periods per week. Credit, 2 1-2 year-hours. Assistant Professor Hubbell.)*

BIOLOGY V*b*.—*Entomology.*—The structure, classification, development, physiology and ecology of insects. *(Prerequisite: Biology Ia. Laboratory fee $5.00. Second semester; 3 class and 2 laboratory periods per week. Credit, 2 1-2 year-hours. Assistant Professor Hubbell.)*

BIOLOGY VI*a*.—*General Bacteriology.*—The morphology, physiology and cultivation of bacteria and related microorganisms. *(Prerequisites: Biology II or Ia and Chemistry I. Laboratory fee $5.00. First semester; 2 class and 2 laboratory periods per week. Credit, 2 year-hours. Professor Cody.)*

BIOLOGY VI*b*.—*Agricultural Bacteriology.*—This course is a continuation of VIa for agricultural students. Special attention is given to the microorganisms of the soil, milk and its products, and the common stock diseases. *(Prerequisites: Biology VIa. Laboratory fee $5.00. Second semester; 2 class and 2 laboratory periods per week. Credit, 2 year-hours. Professor Cody.)*

BIOLOGY VI*s*.—*Sanitary Bacteriology.*—The role which microorganisms play in sanitation and hygiene. *(Prerequisite: Biology VIa. Laboratory fee $5.00. Second semester; 2 class, 2 laboratory and 1 recitation periods per week. Professor Cody.)*

BIOLOGY VII*a*.—*Embryology.*—The principles of general embryology, followed by special attention to the development of the vertebrates. *(Prerequisites: Biology Ia and IIIb. Laboratory fee $5.00. First semester; 3 class and 2 laboratory periods per week. Credit, 2 1-2 year-hours. Professor Rogers.)*

BIOLOGY VII*b*.—*Comparative Vertebrate Anatomy.*—*(Prerequisite: Biology VIIa. Laboratory fee $5.00. Sec-*

ond semester; 3 class and 2 laboratory periods per week. Credit, 2 1-2 year-hours. Professor Rogers.)

BIOLOGY VIII, *a* or *b*.—*The Local Flora*.—The collection, study and classification of the common seed-plants and ferns of the Gainesville region. *(This course can only be elected with the permission of the instructor. Prerequisite: Biology II. Laboratory fee $4.00. Hours and credit to be arranged. Professor Cody.)*

BIOLOGY XIII*b*.—*Genetics*.—The phenomena of variation and inheritance. The last weeks of the course will deal with the data and questions of human heredity. *(Prerequisite: Biology Ia. Second semester; 2 class periods and assignment work each week. Credit, 1 1-2 year-hours. Professor Rogers.)*

BIOLOGY XV.—*Advanced Work in Biology*, — Advanced course work or simple problems in research. *(Open to students who have had at least a minor or its equivalent in biology. To be elected only after consultation with the instructor under whom it is to be taken. Hours and credit to be arranged.)*

GEOLOGY I*a*.—*Physical Geology*.—The origin, materials and structure of the earth, and the agencies which produce geological changes. Special emphasis is laid upon the dynamic aspects of the subject. *(Open to juniors and seniors. First semester; 3 lecture periods per week. Field trips to be arranged. Credit, 1 1-2 year-hours. Assistant Professor Hubbell.)*

CHEMISTRY

Professor Leigh
Professor Beisler
Assistant Professor Jackson
Professor Black*
Assistant Professor Heath
Assistant Professor ————

The object of the department of chemistry is two-fold. It offers to the general student an opportunity to become acquainted with the fundamental principles of the science and gives him practice in the methods employed in chemical laboratories. For the student who intends to specialize in any branch of chemistry, the department offers superior advantages. A student may pursue courses in the pure sciences, in chemical engineering, or agricultural chemistry. These courses

*On leave of absence, 1924-1925.

are designed to prepare men for either professional or industrial work. The chemical library contains a growing collection of reference books and journals, which will meet the requirements of students especially interested in chemistry.

The Leigh Chemical Society, a voluntary association of students in this department, is described on page 55.

CHEMISTRY I.—*General Chemistry.* — The fundamental laws and theories of chemistry, and the preparation and properties of the common elements and their compounds. Students may begin this course either the first or second semester. *(Laboratory fee $5.00 for each semester. First and second semesters; 3 class and 4 laboratory hours per week. Credit, 5 year-hours. Professor Heath in charge; Professors Leigh, Black, Beisler, Jackson.)*

CHEMISTRY II*b*.—See Agricultural Chemistry.

CHEMISTRY III.—*Qualitative Analysis.*—This course includes the general reactions of the metals and acids, with their qualitative separation and identification. *(Prerequisite: Chemistry I. Laboratory fee $5.00 for each semester. First and second semesters; 1 class and 5 laboratory hours per week. Credit, 3 year-hours. Professor Jackson.)*

CHEMISTRY III*e*.—See Chemical Engineering.

CHEMISTRY IV*ab*.—See Agricultural Chemistry.

CHEMISTRY V.—*Organic Chemistry.* — A study of the preparation and properties of various aliphatic and aromatic compounds. *(Prerequisite: Chemistry I. Laboratory fee $5.00 for each semester. First and second semesters; 3 class and 4 laboratory hours per week. Credit, 5 year-hours. Professor Leigh.)*

CHEMISTRY VI.—*Industrial Chemistry.*—See Chemical Engineering.

CHEMISTRY VII*a*.—*Quantitative Analysis.*—Volumetric methods in acidimetry and alkalimetry, oxidation and reduction, iodimetry, and precipitation. *(Prerequisites: Chemistry I and III. Laboratory fee $5.00. First semester; 6 laboratory hours or its equivalent per week. Credit, 1 1-2 year-hours. Professor Black.)*

CHEMISTRY VII*b*.—*Quantitative Analysis.*—Gravimetric analysis of simple compounds, followed by the analysis of

such materials as phosphate rock, simple alloys, limestone and portland cement. *(Prerequisites: Chemistry I and III. Laboratory fee $5.00. Second semester; 6 laboratory hours or its equivalent per week. Credit, 1 1-2 year-hours. Professor Black.)*

CHEMISTRY IX*ab*.—*Agricultural Analysis*.—See Agricultural Chemistry.

CHEMISTRY X*a*.—*Water Analysis*. — The analysis of waters to determine their potability and fitness for steam raising and other purposes. *(Prerequisite: Chemistry VIIab. Laboratory fee $2.50. First semester; 6 laboratory hours or its equivalent per week. Credit, 1 1-2 year-hours. Professor ——————.)*

CHEMISTRY X*b*.—See Chemical Engineering.

CHEMISTRY XI.—*Physical Chemistry*.—This course includes a study of the three phases of matter—gas, liquid and solid; the properties of solutions; colloids; equilibrium; velocity of reaction; thermochemistry; and atomic structure. *(Prerequisites: Chemistry III and V. Laboratory fee $5.00 for each semester. First and second semesters; 2 class and 2 laboratory hours per week. Credit, 3 year-hours. Professor Jackson.)*

CHEMISTRY XIV*a*.—*Gas Analysis*.—See Chemical Engineering.

CHEMISTRY XV*b*.—*Physiological Chemistry*.—The chemistry and physiology of carbohydrates, fats, proteins and body tissues. The examination of body secretions, and such excretions as milk, blood, urine, etc. Course includes routine analysis of value to pharmacists and physicians. *(Prerequisite: Chemistry IV or V. Laboratory fee $5.00. Second semester; 2 class and 2 laboratory hours per week. Credit, 1 1-2 year-hours. Professor Sweet.)*

CHEMISTRY XVI*b*.—*Toxicology*.—Deals with the detection, isolation, and quantitative determination of poisons in foods, artificial mixtures and animal bodies. *(Prerequisites: Chemistry IV or V and VII. Laboratory fee $5.00. Second semester; 1 class and 2 laboratory hours or its equivalent per week. Credit, 1 year-hour. Professor ——————)*

CHEMISTRY XVIII*b*. — *The Historical Development of Chemical Theories*.—The history of the more important

chemical theories and their influence on the development of the science. *(Prerequisites: Chemistry V and VII. Second semester; 3 class hours or its equivalent per week. Credit, 1 1-2 year-hours. Professor————————.)*

GRADUATE COURSES

CHEMISTRY VIII*a*.—*Organic Preparations*.—The preparation of some typical compounds. Occasional discussions of principles and theories. A reading knowledge of French and German desired. *(Prerequisite: Chemistry V. Laboratory fee $5.00. First semester; 6 laboratory hours or its equivalent per week. Credit, 1 1-2 year-hours. Professor Leigh.)*

CHEMISTRY VIII*b*.—*Inorganic Preparations*.—The course consists of laboratory work, involving the preparation of a number of typical inorganic compounds in addition to collateral reading and discussions. A reading knowledge of French and German desired. *(Prerequisite: Chemistry VII*a*. Laboratory fee $5.00. Second semester; 6 laboratory hours or its equivalent per week. Credit, 1 1-2 year-hours. Professor Leigh.)*

CHEMISTRY XII*a*.—*Organic Nitrogen Compounds*.—Special lectures and collateral reading relative to the electronic and other theoretical conceptions of organic compounds containing nitrogen. Explosives; pseudo-acids; certain dyes; alkaloids; proteins; etc. *(First semester; 3 class hours or its equivalent per week. Credit, 1 1-2 year-hours. Professor Leigh.)*

CHEMISTRY XII*b*.—*Special Chapters in Organic Chemistry*.—Lectures and collateral reading. In general the topics to be studied will be chosen from the following lists: stereochemistry, tautomerism, the configuration of the sugars, acetoacetic ester syntheses, malonic ester syntheses, the Grignard reaction, benzene theories, diazo compounds and dyes. *(Second semester; 3 class hours or its equivalent per week. Credit, 1 1-2 year-hours. Professor Beisler.)*

CHEMISTRY XIII*a*.—*Atomic Structure*. — A graduate course of special lectures and collateral reading dealing with modern theories of the structure of the atom. The Journal literature is largely used as the basis of study. *(First se-*

mester; 3 class hours or its equivalent per week. Credit, 1 1-2 year-hours. Professor Black.)

CHEMISTRY XIII*b*.—*Photographic Chemistry.*—Deals with the chemical action of light, the preparation, properties, and uses of photographic materials. The practical applications of photography will be shown, as well as the theory of the subject. *(Second semester; 3 class hours or its equivalent per week. Credit, 1 1-2 year-hours. Professor Heath.)*

CHEMISTRY XVII.—*Chemical Research.—(Laboratory fee $5.00 for each semesterr. 3 to 5 hours. Credit, 1 1-2 to 2 1-2 year-hours. Professors Leigh, Black, Beisler, Heath and Jackson.)*

CHEMISTRY XIX*a*.—*Advanced Physical Chemistry.*—The historical development of electrochemistry. Theoretical and practical applications of electrochemical principles. *(Laboratory fee $5.00. First semester; 1 class and 4 laboratory hours per week. Credit, 1 1-2 year-hours. Professor Beisler.)*

CHEMISTRY XX*b*.—*Advanced Inorganic Chemistry.*—Valence theories; complex salts; double salts; ammono acids, bases and salts; compounds of silicon; active hydrogen and nitrogen. *(Second semester; 3 class hours or its equivalent per week. Credit, 1 1-2 year-hours. Professor Jackson.)*

For courses in Chemical Engineering, see page 135.

For courses in Agricultural Chemistry, see page 104.

ECONOMICS AND SOCIOLOGY

Professor Bristol Professor Boyd
Mr. _____

The aims of this department are to equip the student for an intelligent appreciation of and participation in discussions of social and economic problems; to make for more efficient citizenship; to provide training in the analysis of social conditions and problems and such understanding of the principles involved as will prove of practical value to those entering in professions of law, journalism, teaching and the ministry, or who are looking forward to a business career.

Economics A and Sociology B form a general introduction to all courses given in the department.

ECONOMICS

ECONOMICS A.—*Elementary Economics.*—A brief historic and descriptive study of our present system of production together with a discussion of problems involved with special reference to Florida. *(Required of freshmen in Business Administration. Upperclassmen will do extra work. Laboratory fee $1.00. First semester; 3 recitations and two hours supervised study a week. Credit, 1 1-2 year-hours. Mr. Bristol and Mr. ——————.)*

ECONOMICS I.—*Principles of Economics.*—A general course covering the fundamental principles of consumption, production, exchange and distribution of wealth with practical application to concrete problems. *(Prerequisite: Economics A or History I, or special permission of instructor. First and second semesters; 3 hours. Credit, 3 year-hours. Mr. Bristol and Mr. ——————.)*

ECONOMICS II*a*.—*Public Finance.*—Principles governing expenditures of modern governments; sources of revenue; public credit; principles and methods of taxation and of financial administrations as revealed in the fiscal systems of leading countries. *(Prerequisite: Economics I or VIa. First semester; 3 hours. Credit, 1 1-2 year-hours. Mr. ————.)*

ECONOMICS III*b*.—*Transportation.* — Railroads; motor truck transportation; inland waterways; organization for transportation service; rate making; governmental control. *(Prerequisite: Economics I or VIa. Second semester; 3 hours. Credit, 1 1-2 year-hours. Mr. Boyd.)*

ECONOMICS IV*a*.—*Problems of Labor and of Personnel Administration.*—The labor side of production will be studied from the point of view of the labor organizations, but also from that of the employer and employee groups. *(Prerequisite: Economics I or VIa. First semester; 3 hours. Credit, 1 1-2 year-hours. Mr. Bristol.)*

ECONOMICS V*b*.—*Social Aspects of Business.*—Social control of business; business as related to social welfare; commercial organizations and activities; business ethics. *(Prerequisite: Economics I or VIa. Second semester; 3 hours. Credit, 1 1-2 year-hours. Mr. Bristol.)* Omitted in 1925-26.

ECONOMICS VI*a*.—*Introduction to Economics.*—A brief study of our economic organization together with the prin-

ciples involved and their application to concrete problems. *(Primarily for juniors and seniors in the Colleges of Agriculture, Engineering and Pharmacy. First semester; 3 hours. Credit, 1 1-2 year-hours. Mr. ————————.)*

ECONOMICS X*a*.—*History of Economic Thought.—(For qualified seniors and graduate students. First semester; two 1 1-2 hour periods. Credit, 1 1-2 year-hours. Mr. Bristol.)*

ECONOMICS XI.—*(Economic seminar for graduate students. Credit, 3 year-hours. Mr. Bristol and Mr. ————.)*

SOCIOLOGY

SOCIOLOGY B.—*Introduction to Sociology.*—A brief study of some of the fundamental factors and problems of social welfare and social progress. *(Upperclassmen will be required to do extra reading. Second semester; 3 hours. Credit, 1 1-2 year-hours. Mr. Bristol, Mr. ————————.)*

SOCIOLOGY I*a*.—*Principles of Sociology.*—The principles of social evolution, social organization and social control. *(Open only to juniors or seniors who have taken Sociology B or its equivalent. First semester; 3 hours. Credit, 1 1-2 year-hours. Mr. Bristol.)* Omitted in 1925-26.

SOCIOLOGY I*b*.—*Race Problems.*—History, causes and effects of immigration; methods of assimilation. The negro problem. *(Prerequisite: Sociology B, Ia, or equivalent. Second semester; 3 hours. Credit, 1 1-2 year-hours. Mr. Bristol.)*

SOCIOLOGY II*b*.—*Criminology.*—Nature of crime; classes of criminals; methods of punishment and prevention. Sociological aspects of criminal law and procedure. Constructive proposals. *(Prerequisite: Sociology B or Ia. Second semester; 3 hours. Credit, 1 1-2 year-hours. Mr. Bristol.)* Omitted in 1925-26.

SOCIOLOGY III*b*.—*Rural Sociology.*—A broad survey of the fields of rural life in its social aspects; methods of improvement. *(Open only to juniors or seniors. Second semester; 3 hours. Credit, 1 1-2 year-hours.)*

SOCIOLOGY VI*a*.—*Introduction to Social Philosophy.*—A critical and constructive study of modern writers in the field of social theory. *(Primarily for juniors and seniors who are majoring in Sociology or Philosophy. First semester; 3 hours. Credit, 1 1-2 year-hours. Mr. Bristol.)*

ENGLISH LANGUAGE AND LITERATURE

Professor Farr
Assistant Professor Robertson
Assistant Professor Little
Assistant Professor Halley
Assistant Professor Hathaway
Mr. J. H. Wise

ENGLISH I. — *Rhetoric and Composition.* — Designed to train students in methods of clear and forceful expression. Instruction is carried on simultaneously in formal rhetoric, in rhetorical analysis, and in theme writing, the constant correlation of the three as methods of approach to the desired goal being kept in view. In addition a reading course is assigned each student. (*Required of all freshmen in the College of Arts and Sciences, and of all sophomores in the College of Agriculture; 3 hours. Credit, 3 year-hours. All instructors.)*

ENGLISH II.—*Introduction to Literature.*—This course is designed to give the student an elementary knowledge of the progress of human thought as expressed in literary form from its earliest manifestations to the present. Chief stress will be laid upon the Greek and Latin and the more important European literatures. The object of the course is to furnish the student with some general idea of world literature both as desirable in itself and as necessary to the more detailed study of English and American literary history, and to give him some knowledge of the historical development and technique of the various types of literature. Text-book, lectures, preparation of papers on assigned topics, and extensive readings in translation will be the methods of instruction. (*Required of freshmen in the A. B. course; 3 actual lecture hours. Credit, 2 year-hours. Professors Farr, Halley, Robertson.)*

ENGLISH III.—*History of Literature.*—An outline course in the historical development of the English literature and language. Selections from important prose writers and poets; lectures on the history of the language and literature; a manual for reference; frequent reports from the individual students; constant use of the University library. (*First and second semesters; 3 hours. Credit, 3 year-hours. Professors Farr and Robertson.)*

ENGLISH IV*a*.—*Description and Narration.*—Practice in writing will be emphasized. Work will be largely by lectures and application of principles. Narrative practice will include the anecdote, tale, and particular attention will be paid

to the technique and development of the short story and novel. *(Prerequisite: English I. First semester; 3 hours. Credit, 1 1-2 year-hours. Professor Halley.)*

ENGLISH IV*b*.—*Exposition.*—A critical study of the various types of exposition with special attention to the essay and criticism. Course largely lectures. Outside reading and written reports required. *(Second semester; 3 hours. Credit, 1 1-2 year-hours. Professor Halley.)*

ENGLISH V*a*. — *Shakespeare and the Drama.* — Three Shakespearian plays are read in class. On eight others a written review each fortnight, and on the alternate week essays from the students and lectures by the instructor. Readings in the English drama from the Cycle plays to contemporary production are assigned. *(First semester; 3 hours. Credit, 1 1-2 year-hours. Professor Farr.)*

ENGLISH V*b*.—*The Drama Before Shakespeare.*—The classical drama, the religious play, the beginnings of the secular play in England, and the dramatic productions of Shakespeare's predecessors are studied by means of text-book, lectures, reports on special topics, extensive readings, and essays on assigned subjects. *(Second semester; 3 hours. Credit, 1 1-2 year-hours. Professor Farr.)*

ENGLISH VI*a*.—*Poetics.*—A course primarily for the purpose of acquainting the student with the various theories of poetry from the earliest English forms to the close of the nineteenth century. Outside reading and reports. *(Prerequisite: English I and II. First semester; 3 hours. Credit, 1 1-2 year-hours. Professor Halley.)*

ENGLISH VI*b*.—*Poetic Technique.*—A careful study of the various types of poetry, exclusive of the drama,—ballad, epic, lyric, etc., together with a study of English meter, rhyme and stanza, illustrated by poems of the greatest English poets. *(Prerequisite: English VIa. Second semester; 3 hours. Credit, 1 1-2 year-hours. Professor Halley.)*

ENGLISH VII*a*.—*American Poetry.*—A rapid survey of the development of poetry in the United States; critical study of a few of the more important authors (Bryant, Whittier, Longfellow, Emerson, Lowell, Poe). *(First semester; 3 hours. Credit, 1 1-2 year-hours. Professor Farr.)*

ENGLISH VII*b*.—*Southern Literature*.—A detailed study, with extensive reading and essay work; examination of the claims of Florida authors. (*Second semester; 3 hours. Credit, 1 1-2 year-hours. Professor Farr.)*

ENGLISH VIII.—*The English Novel*.—The student reads a list of novels chosen to illustrate chronology and variety of species, analyzes minutely one novel from the technical side, masters the entire work and life of one novelist, and compares closely a novel and a dramatized version of it. (*3 hours. Credit, 3 year-hours. Professor Farr.)*

ENGLISH IX*a*.—*Shelley*.—Lectures and class study of the most important of Shelley's poems, with special attention to Prometheus Unbound, Alastor, Adonais, Hymn to Intellectual Beauty and other important odes and lyrics. *(Prerequisite: English III. First semester; 3 hours. Credit, 1 1-2 year-hours. Professor Halley.)*

ENGLISH IX*b*.—*Browning*.—Method of study same as above. Special attention to Rabbi Ben Ezra, Andrea del Sarto, Pippa Passes, Abt Vogler, Paracelsus, The Ring and the Book; some dramas, as Luria, The Return of the Druses, a Blot in the 'Scutcheon. *(Prerequisite: English IXa. Second semester; 3 hours. Credit, 1 1-2 year-hours. Professor Halley.)*

ENGLISH X.—*Chaucer*.—Extensive reading in the "Canterbury Tales", "Troilus", and minor works. Lectures on the literary types encountered, and on the relation of Chaucer's work with that of Shakespeare, Boccaccio, Petrarch, and others. Classroom work is supplemented by essays on assigned topics, and by parallel reading intended to give the student an adequate knowledge of Chaucer's historical, social, and literary background. *(3 hours. Credit, 3 year-hours. Professor Robertson.)*

ENGLISH XI.—*Anglo-Saxon Grammar and Reading*.—Drill in the forms of the early language and an elementary view of its relation to the other members of the Aryan family and of its development into Modern English. The texts in Bright's Anglo-Saxon Reader are studied, and Cook's edition of Judith is read. *(3 hours. Credit, 3 year-hours. Professor Robertson.)*

ENGLISH XII.—*Engineering Exposition.*—An attempt to give special training to Engineering students in the preparation of the various kinds of writing they will be called upon to do in the pursuit of their profession. It will consist largely of the writing of papers (upon subjects assigned by the departments in the College of Engineering), which will be criticised and revised. (*Engineering seniors; 1 hour. Credit, 1 year-hour. Professor Farr.)*

EXPRESSION AND PUBLIC SPEAKING

Mr. Chapman

EXPRESSION.—Particular attention is given to establishing a correct method of breathing, to correcting faulty articulation, and to teaching the principles of interpretation by voice, gesture, and facial expression.

A small tuition fee is charged.

PUBLIC SPEAKING.—Students are instructed in the art of preparing and of delivering debates, orations, and occasional addresses.

The department always shows a willingness to co-operate with the Committee on Public Debating and with the Debating Council.

ALPHA PHI EPSILON.—A chapter of the Honorary Fraternity of Alpha Phi Epsilon was established at the University during the spring of 1921. The objectives of the fraternity are to honor those who take active parts in debating; to encourage all inter-class, inter-organization, and inter-collegiate contests in public speaking; to bring about a serious study of parliamentary law; and in every way possible to raise the standards of public speaking, both prepared and extempore.

HISTORY AND POLITICAL SCIENCE

Professor Leake — Mr. Glunt
Mr. ———— — Mr. ————

The aims of this department are to give that knowledge of the facts and philosophy of History which belongs to a liberal education, to equip the student for more advanced work in the historical and social sciences, and to prepare the student for journalism or for the study of the law. With these ends in view the courses are planned to cover a broad field of study in

a thoro manner. The department has the necessary library authorities for adequate collateral reading. All students beginning college work in History are advised when possible to take History I before taking up any of the more advanced courses.

The courses in Political Science are planned so that emphasis is laid upon the organization and functions of national, state, and local governments in the United States, with the dual purpose of preparing students for the privileges and responsibilities of citizenship, and of familiarizing them with a concrete example of government, as a foundation for more advanced work in Political Science. Several advanced courses are offered in Constitutional Law, International Law, and Comparative Government.

All the advanced courses offered are not given in any one year.

HISTORY

HISTORY I.—*Europe During the Middle Ages.*—A general course in the history of Western Europe from the Teutonic migrations to the close of the Seven Years' War. *(Prerequisite for all advanced courses. 3 hours. Credit, 3 year-hours.*

HISTORY II.—*American History, 1492 to 1830.*—The purpose of this course is to familiarize students with the history of America and of American institutions. Beginning with the period of discovery and colonization a detailed study is made of each colony. The Revolutionary movement, the period of the Articles of Confederation, the adoption of the Federal Constitution, and the social, political, and economic development of the United States up to 1830 are subjected to close analysis. (*3 hours. Credit, 3 year-hours.*)

HISTORY III.—*American History, 1830 to the Present.*—The background and causes of the War between the States, the rise and fall of the Confederacy, the Reconstruction Period, the industrial expansion of the United States, and America as a world-power. Especial emphasis is laid on our international relations. (*3 hours. Credit, 3 year-hours.*)

HISTORY IV.—*Modern European History.*—The characteristic features of the Old Regime, the French Revolutionary and Napoleonic Periods and the development of Europe from the Congress of Vienna to the Congress of Versailles. (*3 hours. Credit, 3 year-hours.*)

HISTORY V.—*English History.*—A brief survey of English History from the Anglo-Saxon invasions to the Norman Conquest, and a more detailed study of the period from 1066 to the present. (*3 hours. Credit, 3 year-hours.*)

HISTORY VI.—*The Renaissance and the Reformation.*—A study of the causes, development and results of these great intellectual and religious movements. *(Open only to advanced students. 3 hours. Credit, 3 year-hours.)*

POLITICAL SCIENCE

POLITICAL SCIENCE I.—*American Government and Politics.*—A study of the structure and functions of our national and state governments. Thruout the course present-day political problems of national and local interest will be made subjects of class discussion.

State and Municipal Government.—An outline of the growth of American municipalities and a study of the organs and functional mechanism of modern cities of the United States and Europe. Emphasis is laid upon the newer tendencies in municipal government, the commission form of government and the city-manager plan coming in for thoro analysis. *(Prerequisite for all advanced courses. 3 hours. Credit, 3 year-hours.)*

POLITICAL SCIENCE II.—*Comparative Government.* — A study of the constitutional structure and organization of the governments of the more important European countries. The object of the course is to enable the student to compare these governments, both in theory and in their practical workings, with each other and with our own.

Principles of Political Science.—A study of the origin, nature, and functions of the state and a critical examination of ancient, medieval, and modern political theories. *(3 hours. Credit, 3 year-hours.)*

POLITICAL SCIENCE III.—*Constitutional Law of the United States.*—Intended to familiarize the student with the leading principles of the American constitutional system. The course will deal principally with the Federal Constitution and with the decisions of the Supreme Court of the United

States and will be found of special value to those students who contemplate advanced work in political science or who intend to enter upon the study of the law. (*3 hours. Credit, 3 year-hours.*)

POLITICAL SCIENCE IV.—*International Law.* — The object of this course is to set forth the rules and principles of International Law as a positive system with a historical background of custom and convention. The attributes of sovereign states, and their rights and duties as members of the family of nations, in peace, in war, and in the relation of neutrality will receive adequate treatment. *(Open only to advanced students. 3 hours. Credit, 3 year-hours.)*

POLITICAL SCIENCE V.—*Political Theories.*—A comprehensive survey and discussion of the more important political theories. *(Open only to advanced students. 3 hours. Credit, 3 year-hours.)*

MATHEMATICS

Professor Simpson
Mr. Chandler
Mr. Phipps
Mr. Atanasoff

The work in the Department of Mathematics is planned with a threefold purpose in view:

1. For those who intend to *specialize* in Mathematics it provides the preparation for more advanced work. Several advanced courses are offered such students.

2. To those who need Mathematics as an *instrument* it offers opportunities to become familiar with this instrument. The application of Calculus not only to Physics, Chemistry, and Engineering, but even to such seemingly remote realms as Psychology and Political Economy, makes it advisable that this class should continue the study of Mathematics at least so far as to include Calculus.

3. To others it gives logical training in Analysis and Proof, introduces them to that scientific method par excellence of the Hypothesis, and develops the idea of a deductive system in its classical form.

MATHEMATICS A.—Solid Geometry. (*2 hours. Credit, 2 year-hours.)* Not offered in 1925-26.

MATHEMATICS B.—Plane Trigonometry and Logarithms. *3 hours. Credit, 1 1-2 year-hours.)*

MATHEMATICS I.—Plane Analytic Geometry and College Algebra. (*3 hours. Credit, 3 year-hours.*)

MATHEMATICS I*e*.—Plane Analytic Geometry and College Algebra. (*For Engineering students; 3 hours. Credit, 3 year-hours.*)

MATHEMATICS I*c*.—College Algebra and the Mathematics of Investment. *(For students in Social Sciences; 3 hours. Credit, 3 year-hours.)*

MATHEMATICS III.—Differential and Integral Calculus. (*3 hours. Credit, 3 year-hours.*)

MATHEMATICS IV.—Solid Analytic Geometry and Calculus. (*2 hours. Credit, 2 year-hours.*)

MATHEMATICS V.—Advanced Calculus and Differential Equations. (*2 hours. Credit, 2 year-hours.*)

MATHEMATICS VI.—Theory of Equations, Complex Numbers, and Determinants. (*3 hours. Credit, 3 year-hours.*)

MATHEMATICS VII.—Modern Projective Geometry. (*2 hours. Credit, 2 year-hours.*)

MATHEMATICS VIII.—Theory of Least Squares, Fourier's Series. (*2 hours. Credit, 2 year-hours.*)

MATHEMATICS IX.—Introduction to Higher Algebra. (*2 hours. Credit, 2 year-hours.*)

MODERN LANGUAGES

GERMAN

Professor Crow

GERMAN A.—*Elementary Course.*—Pronunciation, forms, elementary syntax, dictation, written exercises, memorizing of vocabularies and short poems, translation. (*First and second semesters; 3 hours. Credit, 3 year-hours.*)

GERMAN I.—*Intermediate Course.*—Work of elementary course continued, advanced grammar, including syntax, prose composition, translation, sight reading, parallel. (*First and second semesters; 3 hours. Credit, 3 year-hours.*)

GERMAN II.—*Advanced Course.*—Syntax, stylistic composition, translation, parallel. (*First and second semesters; 3 hours. Credit, 3 year-hours.*)

GERMAN III.—History of German Literature, Classics, or Philology, the choice depending upon the demand. (*Hours to be arranged.*)

SPANISH

Professor Crow Assistant Professor Hathaway
Mr. Mason

SPANISH A.—*Elementary Course.*—Pronounciation, forms, elementary syntax, dictation, written exercises, memorizing of vocabularies and short poems, translation. (*First and second semesters; 3 hours. Credit, 3 year-hours.*)

SPANISH I.—*Intermediate Course.*—Work of elementary course continued, advanced grammar, including syntax, prose composition, translation, parallel. (*First and second semesters; 3 hours. Credit, 3 year-hours.*)

SPANISH II.—*Commercial Correspondence.*—(*First and second semesters; 3 hours. Credit, 3 year-hours.*)

SPANISH III.—*Advanced Course.*—Syntax, stylistic, composition, translation, parallel. (*First and second semesters; 3 hours. Credit, 3 year-hours.*)

SPANISH IV.—History of Spanish Literature, Classics, or Philology, the choice depending upon the demand. (*Hours to be arranged.*)

FRENCH

Professor Luker

FRENCH A.—*Elementary Course.*—*First and second semesters; 3 hours. Credit, 3 year-hours.)*

FRENCH I.—*Intermediate Course.*—*First and second semesters; 3 hours. Credit, 3 year-hours.)*

FRENCH II.—*Third Year French.*—General course. Reading, writing, oral, aural, etc. *(First and second semesters; 3 hours. Credit, 3 year-hours.)*

FRENCH II*a*.—*Rapid Reading Course.*—*(First and second semesters; 3 hours. Credit, 3 year-hours.)*

FRENCH II*b*.—*French Conversation.*—*(First and second semesters; 2 hours. Credit, 1 year-hour.)*

FRENCH II*c*.—*Prose Composition.*—*(First and second semesters; 2 hours. Credit, 1 year-hour.)*

FRENCH III.—*French Novel.*—*(First and second semesters; 2 hours. Credit, 2 year-hours.)*

FRENCH III*a*.—*French Drama.*—*(First and second semesters; 2 hours. Credit, 2 year-hours.)* Not offered in 1925-26.

FRENCH IV.—*History of French Literature.*—*(First and second semesters; 2 hours. Credit, 2 year-hours.)* Not offered in 1925-26.

FRENCH V.—*French Classics.*—Moliére, Corneille, Racine, etc. *(First and second semesters; 2 hours. Credit, 2 year-hours.)* Not offered in 1925-26.

FRENCH VI.—*Old French.*—Elementary course. *(First and second semesters; 2 hours. Credit, 2 year-hours.)*

MUSIC

Mr. Brown

This department aims to foster a love for good music and to encourage students to use their musical abilities and training for the benefit of themselves and others. It trains and directs the student chorus, the chapel choir, the glee and mandolin and guitar clubs, the orchestra, and the University band, and offers private instruction in voice and in violin and other instruments. It seeks to cooperate with the musical organizations of Gainesville and in conjunction with them to give several public entertainments during the year.

Owing to the lack of funds for the department, a small tuition fee is charged for private instruction.

PHILOSOPHY

Professor Enwall

The primary aim of this department is to give the student a broader outlook upon life in general, as well as a better understanding of his own life from psychological, ethical, and metaphysical viewpoints. Philosophy lies nearer today than ever before to the various sciences, on the one hand, and to the demands of the practical life on the other.

Another very important aim is to aid in the professional training of teachers. For description of the equipment for carrying on of mental and physical tests, see page 34.

Students may begin with Course I*a*, II*a*, III*a* and IV*a*.

PHILOSOPHY I*a*.—*General Psychology.*—Facts and theories current in general psychological discussion: the sensations, the sense organs, the functions of the brain, the higher mental functions—attention, perception, memory, emotion, volition, the self; and like topics. *(First semester; 3 hours. Credit, 1 1-2 year-hours.)*

PHILOSOPHY I*b*. — *Experimental Psychology*. — Mainly laboratory work with standard apparatus on the current problems in Experimental Psychology. Special attention given to methods of psychological investigation and the collection and treatment of data. (*Laboratory fee $2.00. Second semester; 3 hours. Credit, 1½ year-hours.*)

PHILOSOPHY II*a*.—*Logic, Inductive and Deductive*.—The use of syllogisms, inductive methods, logical analysis, and criticisms of fallacies. (*First semester; 3 hours. Credit, 1½ year-hours.*)

PHILOSOPHY II*b*.—*Business Psychology*. — *Salesmanship and Management*.—The main facts of theoretical, experimental, and social psychology will be presented in such manner as to make obvious their application to modern business. *(Prerequisite: Philosophy Ia. Second semester. Credit, 1 1-2 year-hours.)*

PHILOSOPHY III*a*.—*Ethics*.—Principles of Ethics: study of such topics as goodness, happiness, virtue, duty, freedom, civilization, and progress. *(First semester; 3 hours. Credit, 1 1-2 year-hours.)*

PHILOSOPHY III*b*.—*Advanced Ethics*.—The history of the various ethical systems. Theism and Agnosticism. *(Prerequisite: Philosophy IIIa. Second semester; 3 hours. Credit, 1 1-2 year-hours.)*

PHILOSOPHY IV*a*.—*History of Ancient Philosophy*.—The development of philosophic thought from its appearance among the Ionic Greeks to the time of Descartes. Special attention will be given to the philosophy of Plato and Aristotle. *(First semester; 3 hours. Credit, 1½ year-hours.)*

PHILOSOPHY IV*b*.—*History of Modern Philosophy*.—A continuation of IV*a*. Special attention will be given to the works of Descartes, Spinoza, Leibnitz, Kant, Hume, etc. *(Second semester; 3 hours. Credit, 1½ year-hours.)*

PHILOSOPHY V*a*.—Social Psychology.—Influences of the social environment upon the mental and moral development of the individual. *(Prerequisite: Philosophy Ia. First semester; 3 hours. Credit, 1 1-2 year-hours.)*

PHILOSOPHY V*b*.—*Abnormal Psychology*.—Abnormal phases of mental life: dreams, illusions, hallucinations, sugges-

tions, hypnotism, hysteria, diseases of the memory, diseases of the will, etc. Special attention given to mental hygiene. (*Open to seniors and advanced pre-medical students only. Second semester; 3 hours. Credit, 1½ year-hours.*)

PHILOSOPHY VI.—*Advanced Logic.*—Theories of thought and knowledge. *(Prerequisites: Philosophy IIa and IVab. Given with Philosophy VIII in alternate years. Offered in 1925-26. Credit, 3 year-hours.)*

PHILOSOPHY VII.—*Philosophy of Nature.*—Man's relation to nature; the various philosophical doctrines: Animism, Pantheism, Materialism, Realism, Agnosticism, Humanism, Idealism, etc. *(Prerequisites: Philosophy IIa, IVa, and IVb. Given with Philosophy VII in alternate years. Offered 1926-27. 3 hours. Credit, 3 year-hours.)*

PHILOSOPHY VIII.—*Advanced Experimental Psychology.* —Lectures. Special problems will be assigned to advanced students. *(Prerequisite: Philosophy Iab. Credit, 3 year-hours.)*

PHYSICS*

Professor Benton — Assistant Professor Perry
Assistant Professor Weil — Mr. Little
Mr. Higgins

The work of this department is intended to meet the needs, on the one hand, of those who study physics as a part of a liberal education and, on the other hand, of those who will have to apply physics as one of the sciences fundamental to engineering, or to medicine.

The courses offered in this department fall into three groups: (1) Physics V is a brief course in general physics and does not pre-suppose any previous knowledge of physics; (2) Physics I, II and III form a longer and more advanced course in general physics, pre-supposing a knowledge of the physics taught in the high schools and of trigonometry; (3) the remaining courses deal more fully with special branches of physics, pre-supposing a college course in general physics, and appropriate mathematical preparation.

*The courses in physics are given as part of the work of the Department of Physics and Electrical Engineering, the instructors in this department dividing their time between physics and electrical engineering. The courses in electrical engineering are described under the College of Engineering, page 142.

PHYSICS I.—General physics, including mechanics, heat, acoustics, and optics, but not electricity and magnetism. Text-book used in 1924-25: Franklin and McNutt's Mechanics; Heat; Light and Sound. *(Prerequisites: High School Physics and Plane Trigonometry. Both semesters; 1 lecture and 2 recitations per week. Credit, 3 year-hours. Professor Benton.)*

PHYSICS II.—General laboratory physics, to accompany Physics I. *(Laboratory fee, $1.50 per semester. Both semesters; 2 two-hour laboratory periods per week. Credit, 2 year-hours. Mr. Higgins.)*

PHYSICS III.—General electricity and magnetism, being a continuation of Physics I. Text-book used in 1924-25: Franklin and MacNutt's Lessons in Electricity and Magnetism. *(Laboratory fee, $1.50 per semester. Both semesters; 2 recitations and 1 two-hour laboratory period per week. Credit, 3 year-hours. Professor Perry.)*

PHYSICS V.—General Physics designed to meet the needs of the general student, and of those taking the Pre-Medical Course; divided as follows:

PHYSICS V*a*.—Mechanics and heat. Text-book used in 1924-25: Spinney's Text-book of Physics. *(Laboratory fee, $1.50. First semester; 3 recitations and 2 two-hour laboratory periods per week. Credit, 2½ year-hours. Professor Perry.)*

PHYSICS V*b*.—Sound, Light, Electricity and Magnetism. *(Laboratory fee $1.50. Second semester; 3 recitations and 2 two-hour laboratory periods per week. Credit, 2½ year-hours. Profesor Perry.)*

PHYSICS VI*a*.—*Meteorology*.—A brief general course. Text-book used in 1924-25: Milham's Meteorology. *(Prerequisite: Physics V or Physics I and II. First semester; 2 recitations and 1 two-hour laboratory period per week. Credit, 1 1-2 year-hours. Professor Benton.)*

PHYSICS VI*b*.—*Astronomy*.—A brief general course on descriptive astronomy. Text-book used in 1924-25: Moulton's Introduction to Astronomy. *(Prerequisites: Physics V or Physics I and II. Second semester; 2 recitations and 1 two-hour period of observation per week. Credit, 1 1-2 year-hours. Professor Perry.)*

PHYSICS VII.—*Advanced Experimental Physics.* — The work of this course consists of experiments of more advanced type than those of the laboratory work of Physics II, III, or V, together with study of the theory of the experiments and assigned reading. The particular experiments assigned varies with the needs and interests of the individual students. *(Prerequisites: Mathematics I, and Physics V or Physics I, II and III. 1 class period and 4 hours of laboratory per week. Credit, 3 year-hours. Professor Benton and Professor Perry.)*

THEORETICAL MECHANICS.—A course in theoretical mechanics covering topics which do not enter the course in mechanics offered in the Mechanical Engineering Department; such as theory of attractions, potential, and vector analysis. *(Prerequisite: Mathematics III, and Physics V or Physics I, II, and III. First semester; 3 recitations or lectures per week. Credit, 1 1-2 year-hours. Professor Perry.)* Omitted in 1925-1926.

MATHEMATICAL PHYSICS.—An introductory course to general mathematical physics. (*Prerequisites*: *Mathematics III, and Physics V or Physics I, II, and III. Second semester; 3 recitations or lectures per week. Credit, 1 1-2 year-hours. Professor Benton.)* Omitted in 1925-1926.

THEORY OF HEAT.—*(2 hours class and 2 hours laboratory per week.)* Omitted in 1925-1926.

THEORY OF OPTICS.—*(2 hours class and 2 hours laboratory per week.)* Omittd in 1925-1926.

THEORY OF ELECTRICITY AND MAGNETISM.—Mathematical theory, covering such topics as electric and magnetic fields, electric oscillations and electron theory. *(3 hours per week of lectures or recitations.)* Omitted in 1925-1926.

THE SCHOOL OF BUSINESS ADMINISTRATION

SPECIAL FACULTY.—Dean J. N. Anderson, L. M. Bristol, O. W. Boyd, Assistant Professors of Economics, Marketing and Journalism to be selected, and F. H. Langworthy.

GENERAL STATEMENT

The purpose of the School will be, first to lay a broad foundation for successful endeavor in the great and growing field of business with special reference to conditions and needs in Florida; second, to train men to be of immediate value to their employers upon graduation thru the elements of specialized training in Accounting, Salesmanship, Advertising, Business Correspondence, Office Practice, Banking Methods, Marketing, etc.; third, to help men to see business not merely as a source of personal gain but as a means of public service.

All freshmen in the School of Business Administration will be required to pay $5 to cover laboratory fees for the year for all courses. This includes mimeographed material, and use of typewriters and other equipment. Others taking courses in the School will pay the fees stated in the description of the courses.

ENTRANCE REQUIREMENTS.—See pages 45-50.

COURSE OF STUDY.—The work of the freshman and sophomore years is required. This includes three semesters of Economics in which the student is afforded an understanding of the organization of modern business activity with special reference to Florida. Such topics will be considered as our extractive and manufacturing industries, markets and financial institutions, together with the principles which underlie their effective functioning and problems involved. The required work in the Department of Business Administration gives each student a working knowledge of the principles and methods of Accounting, Salesmanship, Advertising and Office Practice. In this manner not only will he be prepared to render valuable service to his employer upon leaving school, but in a specialized field he will be better equipped to appreciate and understand other lines of business activity.

In the junior and senior years opportunity for specialization will be afforded, and this will be increased with increase in the teaching staff. The required work and electives together provide such essentials of a liberal education as should prove of great value in the equipment of an alert and progressive business man.

CURRICULUM

Leading to the degree of Bachelor of Science in Business Administration

Course Number	Nature of Work	Year Hours Credit
	Freshman Year	
Economics A. and Business Administration A	Elementary Economics; Elements of Business Admin.	3
*Business Administration B*a* and Business Administration B*b*	Typewriting and Shorthand; Business Correspondence	2
English I	Rhetoric and Composition	3
Mathematics I*c*	Algebra and the Mathematics of Investments	3
Foreign Language		3
**Military Science		2
Physical Education		1
		17

*English II*a* may be substituted for Business Administration B*a*. Before proceeding with Business Administration B*b* the student making such substitution must pass one month's instruction in typewriting for which no college credit is given.

**Students excused from Military Science must substitute for it some two hour course approved by the Dean of the College of Arts and Sciences.

	Sophomore Year	
*Business Administration I	Principles of Accounting	3
Business Administration VIII	Principles of Salesmanship and Advertising	3
Economics I	Principles of Economics	3
Philosophy I*a* and Philosophy II*b*	General Psychology; Business Psychology	3
Foreign Language	Continuation of course commenced in freshman year	3
**Military Science		2
Physical Education		1
		18

*This course will not be offered 1925-1926. Substitute Business Administration A and B or some other required course approved by the Dean of the College of Arts and Sciences.

**Students excused from Military Science must substitute for it some other two-hour course approved by the Dean of the College of Arts and Sciences.

Junior and Senior Years

Course Number	Nature of Work	Year Hours Credit
*Business Administration V*a*..	Contractual Relationships.....	3
and		
Business Administration VI*b*..	Business Associations	
Business Administration IV....	Financial Organization	3
Laboratory Science	Physics, Chemistry or Biology.....	5
**Sociology I*a*	Principles of Sociology.....	1½
Political Science I	American Government and Politics....	3
Electives approved by the Dean of the College of Arts and Sciences.....		17½
		33

*Until this course is offered substitute courses in the College of Law.
**Sociology B may be substituted.

DEPARTMENTS OF INSTRUCTION

ECONOMICS

Professor Bristol Assistant Professor ———
Mr. ————————

ECONOMICS A.—*Elementary Economics.*—See page——. *(Required of freshmen in Business Administration. Upperclassmen will do extra work. Laboratory fee, $1.00 for others than freshmen in Business Administration. First semester; 3 recitations and 2 hours supervised study a week. Credit, 1 1-2 year-hours. Mr. Bristol and Mr. ————————.)*

ECONOMICS I.—*Principles of Economics.*—See page 71. *(Not open to freshmen. Prerequisite: Economics A, History I or special permission of instructor. First and second semesters; 3 hours. Credit, 3 year-hours.. Mr. Bristol and Mr. ————————.)*

ECONMOICS II*a*.—*Public Finance.*—See page 71. *(Prerequisite: Economics I or VIa. First semester; 3 hours. Credit, 1 1-2 year-hours. Mr. ————————.)*

ECONOMICS III*b*.—*Transportation.*—See page 71. *(Prerequisite: Economics I or VIa. Second semester; 3 hours. Credit, 1 1-2 year-hours. Mr. ————————.)*

ECONOMICS IV*a*.—*Problems of Labor and of Personnel Administration.*— See page——. *(Prerequisite: Economics I or VIa. First semester; 3 hours. Credit, 1 1-2 year-hours. Mr. Bristol.)*

ECONOMICS V*b*.—*Social Aspects of Business.*—See page 71. *(Prerequisite: Economics I or VIa. Second semester; 3 hours. Credit, 1 1-2 year-hours. Mr. Bristol.)* Omitted 1925-26.

BUSINESS ADMINISTRATION

Professor Boyd Assistant Professor———
Mr. Langworthy

Students enrolled in the A.B. or B.S. courses, or in other Colleges of the University are privileged to enroll for courses in this Department provided that the prerequisite requirements are met.

BUSINESS ORGANIZATION

BUSINESS ADMINISTRATION A.—*Elements of Business Administration.*—Internal organization and operation of trading and manufacturing concerns, hotels, public utilities and banks. Extra readings required of those who do not have credit for Economics A or VI*a*. *(Fee for materials, for others than freshmen in Business Administration $1.00. Required of freshmen in Business Administration; second semester; 3 hours. Credit, 1 1-2 year-hours. Mr. Boyd, Mr.————.)*

BUSINESS ADMINISTRATION V*a*. — *Contractual Relationships.*—A working knowledge of the contract as the basis of all business relationships; application of principles to real estate sales and negotiable instruments. *(Prerequisite or corequisite: Political Science I. Required of juniors or seniors in Business Administration; first semester; 3 hours. Credit, 1 1-2 year-hours. Mr. Boyd.)*

BUSINESS ADMINISTRATION VI*b*.—*Business Associations.*—Legal and administrative principles involved in the formation and operation of agency, partnerships, corporations and other forms of business organization; combinations; trade agreements; restraint of trade. *(Prerequisite: Business Administration Va. Required of juniors or seniors in Business Administration; second semester; 3 hours. Credit, 1 1-2 year-hours. Mr. Boyd.)*

MARKETING

BUSINESS ADMINISTRATION VIII*a*.—*Principles of Salesmanship.*—Actual Practice in sales methods, including preparation for the interview, handling objections, building up strong sales arguments, graphic presentation of facts and closing sales. *(Prerequisite or corequisite: Philosophy Ia. First semester; 3 hours. Credit, 1 1-2 year-hours. Mr.——.)*

BUSINESS ADMINISTRATION VIII*b*.—*Principles of Advertising.*—Actual practice in preparing copy; use of color and display; art work; type; advertising campaigns. *(Prerequisite or corequisite: Philosophy IIb. Required of sophomores in Business Administration. Second semester; 3 hours. Credit, 1 1-2 year-hours. Mr. ————————.)*

*BUSINESS ADMINISTRATION IX*a*.—*Marketing of Manufactured Products.*—Channels of distribution from manufac-

*For course in Marketing of Agricultural Products see Agronomy X*b*.

turer to consumer in domestic and foreign trade. *(Prerequisite: Economics I or VIa. First semester; 3 hours. Credit, 1 1-2 year-hours. Mr. ——————.)*

BUSINESS ADMINISTRATION XIV.—*Sales Administration: Commodities.*—Marketing problems of the manufacturer, wholesaler and retailer will be successively considered, including choice of channels of distribution, market analysis, price determination, store location and marketing costs. *(Prerequisite or corequisite: Business Administration VIII. First and second semesters; 3 hours. Credit, 3 year-hours. Mr. ——————.)*

BUSINESS ADMINISTRATION XXI*a*.—*Sales Administration: Real Estate.*—Methods and policies of the realtor. *(Prerequisite or corequisite: Business Administration VIII. First semester; 3 hours. Credit, 1 1-2 year-hours. Mr.——.)*

BUSINESS ADMINISTRATION XXII*b*.—*Sales Administration: Insurance.*—Methods and policies in insurance selling. *(Prerequisite or corequisite: Business Administration VIII. Second semester; 3 hours. Credit, 1 1-2 year-hours. Mr.——.)*

BUSINESS ADMINISTRATION XXIII*a*.—*Advertising Administration.*—Methods and policies of advertising agencies and of advertising departments of trading concerns will be successively considered; planning and carrying on advertising campaigns. *(Prerequisite: Business Administration VIIIb. First semester; 3 hours. Credit, 1-12 year-hours. Mr.——.)*

FINANCE

BUSINESS ADMINISTRATION IV.—*Financial Organization.*—This course serves a two-fold purpose—to provide a working knowledge of the functions and operations of financial institutions, and to show precisely how business concerns thru their finance departments make use of financial institutions in securing funds. *(Prerequisite: Economics I. Required of juniors in Business Administration. First and second semesters; 3 hours. Credit, 3 year-hours. Mr. Boyd.)*

BUSINESS ADMINISTRATION XVII*a*. — *Commercial Bank Administration.*—*(Prerequisite: Business Administration IV. First semester; 3 hours. Credit, 1 1-2 year-hours. Mr.——.)* Omitted in 1925-26.

BUSINESS ADMINISTRATION XX*b*.—*Principles of Investments.—(Prerequisite: Business Administration IV. Second semester; 3 hours. Credit, 1 1-2 year-hours. Mr. Boyd.)* Omitted in 1925-26.

STANDARDS AND RECORDS

BUSINESS ADMINISTRATION B*a*.—*Typewriting and Shorthand.—(Laboratory fee for others than freshmen in Business Administration, $3.50. First semester. Credit, 1 year-hour. Mr. Langworthy and assistants.)*

BUSINESS ADMINISTRATION B*b*.—*Business Correspondence and Records.*—Filing and preparation of business letters and other records. *(Laboratory fee for others than freshmen in Business Administration, $3.50. Prerequisite: Business Administration Ba or one month's training in typewriting. Required of freshmen in Business Administration. Second semester. Credit, 1 year-hour. Mr. Langworthy and assistants.)*

BUSINESS ADMINISTRATION I.—*Principles of Accounting. —(Laboratory fee $2.00. Required of sophomores in Business Administration. First and second semesters; 2 class and 2 laboratory hours. Credit, 3 year-hours. Mr. Boyd and assistants.)* Omitted in 1925-26.

BUSINESS ADMINISTRATION III*b*.—*Office Administration. —(Prerequisite: Business Administration A and B. Second semester; 2 hours. Credit, 1 year-hour. Mr. Langworthy.)* Omitted in 1925-26.

BUSINESS ADMINISTRATION XI.—*Accounting Administration.*—The work of the comptroller or corporation treasurer in installing and operating accounting systems which provide financial and cost data. *(Prerequisite: Business Administration I. First and second semesters; 3 hours. Credit, 3 year-hours. Mr. Boyd.)* Omitted in 1925-26.

BUSINESS ADMINISTRATION XII*b*.—*Financial Reports.*—Preparation and interpretation of balance sheet, profit and loss statement, consolidated and fiduciary reports. *(Prerequisite: Business Administration I; prerequisite or corequisite: Business Administration IVb. Second semester; 3 hours. Credit, 1 1-2 year-hours. Mr. Boyd.)* Omitted in 1925-26.

BUSINESS ADMINISTRATION XIII.—*Public Accounting.*—Auditing; income tax reports. *(Prerequisite: Business Administration II. First and second semesters; 2 hours. Credit, 2 year-hours. Mr. Boyd.)* Omitted in 1925-26.

PRODUCTION

BUSINESS ADMINISTRATION II*a*.—*Manufacturing Administration.*—Purchasing; manufacturing; scientific management; an inspection trip of Jacksonville industries is required. *(Prerequisite: Business Administration A, or senior standing in College of Engineering. First semester; 2 hours. Credit, 1 year-hour. Mr. Boyd.)* Omitted in 1925-26.

BUSINESS ADMINISTRATION XIX*a*.—*Hotel Administration.*—*(Prerequisites: Business Administration A and I. First semester; 3 hours. Credit, 1 1-2 year-hours. Mr. ————.)* Omitted in 1925-26.

JOURNALISM

Assistant Professor ————

Several courses in journalism will be given but these courses cannot be outlined before the appointment of the Assistant Professor who will have charge of this work.

COLLEGE OF AGRICULTURE

WILMON NEWELL, *Dean*

GENERAL STATEMENT

The College of Agriculture has three divisions:

1. Instructional Division (the College proper).
2. Research Division (Experiment Station).
3. Agricultural Extension Division.

THE COLLEGE

FACULTY.—Wilmon Newell, C. E. Abbott, L. W. Amis, F. H. Bain, W. H. Beisler, A. P. Black,* R. W. Blacklock, F. M. Brennan, L. M. Bristol, O. C. Bryan, J. F. Cooper, M. D. Cody, J. W. Day, S. K. Eshleman, J. M. Farr, W. L. Floyd, John Gray, H. G. Hamilton, T. H. Hubbell, V. T. Jackson, E. L. Lord, T. R. Leigh, J. S. Rogers, F. Rogers, N. W. Sanborn, A. L. Shealey, T. M. Simpson, A. P. Spencer, A. J. Strong, A. W. Sweet, A. C. Tipton, J. E. Turlington, C. H. Wilioughby, E. M. Yon.

AIM AND SCOPE.—The College was established under the Acts of Congress creating and endowing institutions for the liberal and practical education of the industrial classes. Recognition of agriculture as a branch of collegiate instruction is a distinctive feature of schools thus founded.

The aim of the College is to afford young men the best possible opportunity for gaining technical knowledge and training in the art and science of agriculture. About one-third of the student's time is devoted to technical studies, the other two-thirds to cultural studies and basic sciences. A foundation is thus laid which will enable graduates to become leaders in educational work or effective producing agriculturists.

BUILDINGS AND EQUIPMENT.—*Agricultural Hall,* described on page 29, is the principal building for the college. The offices, class-rooms and laboratories for the departments of agronomy, agricultural engineering, animal husbandry and

*On leave 1924-25.

dairying, horticulture, poultry husbandry and veterinary science are located in this building. Provisions are made for outside instruction in the different departments on the college farm which consists of 135 acres. The farm is equipped with a foreman's home, general barn for work stock, modern dairy barn, veterinary hospital, sweet potato storage house, propagating house, corn crib, farm machinery and implements, several stock lots and sheds, poultry houses and irrigating systems, and a number of types and breeds of cattle, hogs and other farm animals. The Experiment Station farm joins the College farm and is also accessible for instructional purposes.

Libraries.—Many works on agriculture and horticulture have recently been added to the general library. A trained librarian aids students in finding needed references. Each department has, furthermore, a small collection of well-selected volumes, which are always accessible. The Experiment Station library contains a very complete set of bulletins from the experiment stations of the world and from the United States Department of Agriculture, all fully indexed and carefully filed.

The Agricultural Club.—This is a voluntary association of students of the college. Its purpose is to give training in public speaking and in preparation for leadership. The programs consist mainly of speeches, essays and of debates on agricultural or civic topics.

SCHOLARSHIPS.—*County Scholarships.*—Provision has been made by a legislative act for a scholarship, sufficient to pay the board of a student in the College of Agriculture, from each county, to be provided for at their discretion by the various Boards of County Commissioners. The recipient is to be selected by competitive examination from among the qualified applicants.

Whether such a scholarship has been provided for may be learned from the Clerk of the Board of County Commissioners or the County Agent of the county in question. Other information regarding it may be obtained from the College of Agriculture.

Boys' Club Scholarships.—The Florida Bankers' Association offers club boys three prize scholarships, of $100 each, in

the College of Agriculture: one for the western, one for the central and one for the southern areas of the State.

Williamson and Dennis, of Jacksonville, offer a scholarship of $250 in the College of Agriculture to the State Pig Club champion.

LOAN FUNDS.—*William Wilson Finley Foundation.*—As a memorial to the late President Finley and in recognition of his interest in agricultural education, the Southern Railway Company has donated to the University the sum of one thousand dollars ($1,000), to be used as a loan fund. No loan from this fund to an individual is to exceed $150 per year. Recipients are selected by the Dean of the College of Agriculture, to whom all applications should be directed.

Loan funds available for students in any college of the University, as well as the conditions under which loans are made, will be found described on page 39.

REMUNERATIVE AND INSTRUCTIVE LABOR.— Opportunities frequently occur for students to work in the fields and truck gardens, about the barns, in the buildings, and at the Agricultural Experiment Station. Those who, during vacation periods, engage in agricultural pursuits will be markedly benefited and after graduation will command more desirable positions or find their efforts on the farm more effective. (See also Opportunities for Earning Expenses, page 38.

DONATIONS AND LOANS.—The laboratories have been supplied with much of their farm machinery for instructional purposes thru the generosity of the following manufacturers and distributors:

Stover Manufacturing Company, Freeport, Ill.
Florida Agricultural Supply Co., Jacksonville, Florida.
Oliver Chilled Plow Company, South Bend, Ind.
McCormick-Deering Co., Jacksonville, Florida.
Hardie Spraying Machine, Gulf Fertilizer Co., Tampa, Florida.
Ford Motor Company, Jacksonville, Florida.
Owensboro Ditcher Co., Owensboro, Ky.
Niagara Sprayer Co., Middleport, N. Y.

COURSES.—The following courses are offered:

1. A Four-Year Course.
2. A One-Year Course.
3. Two Four-Month Courses.

FOUR-YEAR COURSE

ENTRANCE REQUIREMENTS.—See pages 45-49.

GROUPS.—The group courses offered afford the individual student opportunity for preparing for that branch of agriculture in which he is most interested. The Agronomy Group should be selected by those wishing to pursue general farming; the Animal Husbandry Group by those interested in stock raising; the Chemistry Group by those desiring to become analysts, and others in like manner.

QUANTITY OF WORK.—No student will be allowed to take more than twenty hours of work, unless his general average during the previous year was at least 87, with no failure in any study; or more than twenty-two hours, unless the previous year's average was at least 90, with no failure.

CREDITS FOR PRACTICAL WORK.—Students who, by previous arrangement with the head of a department and the Dean, do practical work, during their course of study, in any recognized agricultural pursuit, and who render competent and faithful service, will, on returning to College and presenting a satisfactory written report, be entitled to one semester-hour credit for each month of such work. Such credit shall not total more than six semester-hours in the one-year and four-year courses.

FARM EXPERIENCE REQUIRED.—At least three months of practical work is required before graduation, but credit for this will be given only as stated above.

DEGREE.—The work outlined in the following tables, whatever the major subject, leads to the degree of Bachelor of Science in Agriculture (B.S.A.).

CURRICULUM

Leading to the Degree of Bachelor of Science in Agriculture

FOR ALL GROUPS

Freshman Year

Names of Courses	Nature of Work	*Hours per Week	
Agricultural Engineering I*a*	Farm Machinery and Motors	3	0
Agronomy I*b*	Farm Crops	0	3
Animal Husbandry I*b*	Types and Breeds of Animals	0	3
Biology II	General Botany	4	4
Chemistry I	General Chemistry	5	5
Horticulture I*a*	Plant Propagation	3	0
Military Science I		2	2
Physical Education		1	1
Hygiene		1	1
		19	19

Sophomore Year

Agronomy II*a*	Soils	5	0
Entomology I	Agricultural Insects	3	3
English I	Advanced College Rhetoric	3	3
Horticulture I*b*	Pruning	0	3
***Chemistry II*a*	Agricultural Chemistry	3	0
**Veterinary Science I*b*	Veterinary Elements	0	2
***Poultry Husbandry I*b*	Farm Poultry	0	3
Ag. Engineering VI*a*	Wood Work	2	0
*Ag. Engineering VII*b*	Forge Work	0	1
Ag. Education II*b*	Agricultural Organization	0	1
Military Science II		2	2
Physical Education		1	1
		19	19

*The first column gives the hours per week for the first semester, the second column the hours per week for the second semester.

**For Animal Husbandry Group take instead:

Animal Husbandry III*b*	Animal Breeding	0	2

***For Chemistry Group take instead:

Chemistry III	Qualitative Analysis	3	3

AGRONOMY GROUP

Junior Year

Names of Courses	Nature of Work	*Hours per Week	
Agronomy III*b*	Forage Crops	0	3
Agronomy IV*a*	Fertilizers	3	0
Biology IV*a*	Plant Physiology	4	0
Biology VI*a*	General Bacteriology	4	0
Biology VI*b*	Agricultural Bacteriology	0	4
**Chemistry IV	Agricultural Chemistry	5	5
**Agronomy V*b*	Advanced Crops	0	3
Electives		1	2
		17	17
Agricultural Engineering III	Irrigation and Drainage	3	0
Agronomy VI & VII	Farm Management	3	3
**Agronomy VIII*a*	Soil Management	3	0
Economics VI*a*	Introduction to Economics	3	0
Sociology III*b*	Rural Sociology	0	3
Horticulture VIII*b*	Plant Breeding	0	3
Plant Pathology I*b*	General Pathology	0	4
Horticulture IX*b*	Landscape Gardening	0	2
Electives		5	2
		17	17

ANIMAL HUSBANDRY GROUP

Junior Year

Names of Courses	Nature of Work	*Hours per Week	
Animal Husbandry II*a*	Animal Feeding	3	0
Biology VI*a*	General Bacteriology	4	0
Biology VI*b*	Agricultural Bacteriology	0	4
Dairying I*a*	Dairy Products	3	0
Veterinary Science II	Anatomy and Physiology	3	3
Elective		3	3
Select 8 semester hours from the following options:			
Animal Husbandry IV*a*	Beef Production	2	0
Animal Husbandry V*b*	Swine Production	0	2
Animal Husbandry VI	Animal Conformation	2	2
Dairying II*b*	Dairy Farming	0	3
Poultry Husbandry II*a*	Commercial Poultry	3	0
Poultry Husbandry III*b*	Commercial Poultry	0	3
Veterinary Science IV*a*	Farm Sanitation	2	0
		17	17

*The first column gives the hours per week for the first semester, the second column the hours per week for the second semester.

**By permission of the Dean and head of the department substitutions may be arranged for Chemistry IV, Agronomy V*b* and VIII*a*.

Senior Year

Names of Courses	Nature of Work	*Hours per Week	
Agronomy VI*a*	Farm Management	3	0
Economics VI*a*	Introduction to Economics	3	0
Sociology III*b*	Rural Sociology	0	3
Elective		4	4
Select 17 semester hours from the following options or from options of Junior Year:			
Animal Husbandry VII	Breeding History	2	2
Animal Husbandry VIII	Animal Nutrition	2	2
Dairying III*b*	Milk Inspection	0	3
Dairying IV	Dairy Manufactures	2	2
Poultry Husbandry IV*a*	Poultry Culture	2	0
Poultry Husbandry V*b*	Poultry Management	0	2
Poultry Husbandry VI*b*	Poultry Pathology	0	2
Poultry Husbandry VII*a*	Poultry Problems	2	0
Veterinary Science III	Animal Diseases	3	3
		17	17

HORTICULTURAL GROUP

Junior Year

Names of Courses	Nature of Work	*Hours per Week	
Agronomy IV*a*	Fertilizers	3	0
Biology IV*a*	Plant Physiology	4	0
Plant Pathology I*b*	General Pathology	0	4
Biology VI*a*	General Bacteriology	4	0
Biology VI*b*	Agricultural Bacteriology	0	4
Horticulture II*b*	Trucking	0	3
Horticulture IV*a*	Citrus Culture	3	0
Horticulture V*b*	Citrus Harvesting, Marketing and Judging	0	3
Elective		3	3
		17	17

Senior Year

Agronomy VIII*a*	Soil Management	3	0
Agronomy VI*a*	Farm Management	3	0
Horticulture IX*b*	Landscape Gardening	0	3
Horticulture VI*a*	Advanced Citrus Problems	3	0
or			
Horticulture X*a*	General Forestry	3	0
Horticulture VIII*b*	Plant Breeding	0	3
Horticulture VII*a*	Subtropical Fruits	3	0
or			
Horticulture VII*b*	Deciduous Fruits	0	3
Economics VI*a*	Introduction to Economics	3	0
Sociology III*b*	Rural Sociology	0	3
Electives		2 or 5,	5 or 8
		17	17

*The first column gives the hours per week for the first semester, the second column the hours per week for the second semester.

CHEMISTRY GROUP

Junior Year

Names of Courses	Nature of Work	*Hours per Week	
Agronomy IV*a*	Fertilizers	3	0
Biology VI*a*	General Bacteriology	4	0
Biology VI*b*	Agricultural Bacteriology	0	4
Chemistry VII	Quantitative Analysis	3	3
Chemistry IV	Agricultural Chemistry	5	5
Electives		2	5
		17	17

Senior Year

Chemistry IX	Agricultural Analysis	3	3
Chemistry XI	Physical Chemistry	3	3
Economics VI*a*	Introduction to Economics	3	0
Sociology III*b*	Rural Sociology	0	3
Electives		8	8
		17	17

ENTOMOLOGY AND PLANT PATHOLOGY GROUP

Junior Year

Names of Courses	Nature of Work	*Hours per Week	
Chemistry II*b*	Agricultural Chemistry	0	3
Biology IV*a*	Plant Physiology	4	0
Biology VI*a*	General Bacteriology	4	0
Biology VI*b*	Agricultural Bacteriology	0	4
Plant Pathology I*b*	General Pathology	0	4
Plant Pathology V	Fungicides and Insecticides	3	3
**Electives		6	3
		17	17

Senior Year

Agronomy VI*a*	Farm Management	3	0
Agronomy X*b*	Marketing	0	3
Horticulture VIII*b*	Plant Breeding	0	3
Entomology II or	Insectary Practice	3	3
Plant Pathology III	Laboratory Technique in Plant Pathology	4	4
Plant Pathology II	Diseases of Florida Crops	3	3
**Electives		8	5
		17	17

*The first column gives the hours per week for the first semester, the second column the hours per week for the second semester.
**German, French or Spanish recommended.

SMITH-HUGHES GROUP

Junior Year

Names of Courses		*Hours per Week	
Agronomy IV*a*	Fertilizers	3	0
Biology VI*a*	General Bacteriology	4	0
Biology VI*b*	Agricultural Bacteriology	0	4
Biology IV*a*	Plant Physiology	4	0
Education IX*b*	Vocational Education	0	3
Education IV*b* or Education VII*b*	Psychology of Adolescence / Educational Psychology	0	3
Education VIII	Methods of Teaching Vocational Agriculture	0	6
Electives in Agriculture		5	0
		16	16

Senior Year

Agronomy X*b*	Marketing	0	3
Agronomy VI*a*	Farm Management	3	0
Education V*a*	Principles of Education	3	0
Education XVI	Supervised Teaching of Vocational Agriculture	0	6
Electives in Agriculture		10	7
		16	16

*The first column gives the hours per week for the first semester, the second column the hours per week for the second semester.

DEPARTMENTS OF INSTRUCTION

AGRICULTURAL CHEMISTRY

Professor Leigh
Professor Beisler
Assistant Professor Jackson
Professor Black*
Assistant Professor Heath
Assistant Professor ———

The instruction in this department is designed primarily to fit the needs of agricultural students. By means of lectures, recitations and laboratory work, the student is taught the fundamental chemical principles underlying and controlling all plant and animal life. Laboratory courses are provided covering the quantitative analysis of agricultural products.

CHEMISTRY I.—*General Chemistry.*—See Chemistry.

CHEMISTRY II*a.*—*Agricultural Chemistry.*—An elementary course presenting the important relationships of chemistry to plant and animal life. This course is not a prerequisite for Chemistry IV and a student taking both courses will not receive full credit. *(Prerequisite: Chemistry I. Laboratory fee $5.00. First semester; 2 class and 1 laboratory periods per week. Credit 1 1-2 year-hours. Mr. Black.)*

CHEMISTRY IV.—*Agricultural Chemistry.*—A course designed to treat fully the relationship of chemistry to plant and animal life. *(Prerequisite: Chemistry I. Laboratory fee $5.00 for each semester. First and second semesters; 3 class and 2 laboratory periods per week. Credit 5 year-hours. Mr. Black.)*

CHEMISTRY IX*a.*—*Agricultural Analysis.*—The quantitative analysis of milk, butter-fat, vegetable oils, cereals and feeding materials. *(Prerequisites: Chemistry IV or V, and VII. Laboratory fee $5.00. First semester; 3 laboratory periods or equivalent per week. Credit 1 1-2 year-hours. Mr. Black.)*

CHEMISTRY IX*b.*—*Agricultural Analysis.*—The quantitative analysis of mixed fertilizers, of some of the raw materials used in mixed fertilizers, and of soils. *(Prerequisites: Chemistry IV or V, and VII. Laboratory fee $5.00. Second semester; 3 laboratory periods or its equivalent per week. Credit 1 1-2 year-hours. Mr. Black.)*

*Leave of absence 1924-25.

CHEMISTRY X*a*.—*Water Analysis*.—See Chemistry.

CHEMISTRY XI.—*Physical Chemistry*.—See Chemistry.

AGRONOMY

Professor Turlington
Instructor Hamilton
Assistant Professor Bryan
Assistant Instructor Wray

The laboratory work and field observation aim to fix the principles learned in the classroom and to give them practical application.

AGRONOMY A.—*Elements of Agronomy*.—The soil as related to plant growth and the principles governing the production of the field and forage crops of Florida. *(Short Courses, Vocational and Normal School. Laboratory fee $1.00. First and second semesters: 3 hours. Mr. Bryan.)*

AGRONOMY B*a*.—*Fertilizers*.—An elementary study of fertilizers, their nature and reaction on the soil and crop; fertilizer formulas and home mixing. *(Short Courses, Vocational and Normal School. First semester; 3 hours. Mr. Turlington.)*

AGRONOMY C*b*.—*Farm Management*.—An elementary course in organization of the farm business as a unit. The laying out of fields, location of buildings, farm accounting and important factors affecting profits will be considered. *(Short Courses, Vocational and Normal School. Second semester; 3 hours. Mr. Turlington.)*

AGRONOMY I*b*.—*Farm Crops*.—A general survey of the grain, fiber, leguminous and sugar crops with respect to their habits and growth, soil adaptations, fertilizers, cultural methods, harvesting and marketing. *(Laboratory fee $1.00. Second semester; 2 class and 1 laboratory periods per week. Credit, 1 1-2 year-hours. Mr. Bryan.)*

AGRONOMY II*a*.—*Soils*.—The physical, chemical and biological properties of the soil as related to soil fertility and crop production. *(Prerequisite: Chemistry I. Laboratory fee $1.50. First semester; 4 class and 1 laboratory periods per week. Credit 2 1-2 year hours. Mr. Bryan.)*

AGRONOMY III*b*.—*Forage Crops*.—A study of the various hay and forage crops with special reference to those adapted

to Florida conditions. *(Prerequisite: Agronomy I. Second semester; 3 hours. Credit 1 1-2 year-hours. Mr. Bryan.)*

AGRONOMY IV*a*.—*Fertilizers*.—The nature, composition and sources of fertilizers. Fertilizer formulas, manufacture and home-mixing. The making and economical use of farm manures. Fertilizer requirements for various crops, etc. *(Prerequisite: Agronomy II and Chemistry I. First semester; 3 hours. Credit 1 1-2 year-hours. Mr. Turlington.)*

AGRONOMY V*b*.—*Advanced Crops*.—Underlying principles of crop production; methods of improving crops by selection, breeding and adaptation. *(Prerequisite: Agronomy I. Second semester; 3 hours. Credit 1 1-2 year-hours. Mr. Bryan.)*

AGRONOMY VI*a*.—*Farm Management*.—The factors of production: systems of farming, their distribution and adaptation, problems of labor, machinery, laying out of farms and rotation systems. *(Prerequisite: Sophomore year. First semester; 2 class and 1 laboratory periods per week. Credit 1 1-2 year-hours. Mr. Turlington.)*

AGRONOMY VII*b*.—*Farm Management*.—Special stress given to laying out and locating various buildings, lots, fields and crops; cropping systems; farm surveys. *(Prerequisite: Agronomy VI. Second semester; 2 class and 1 laboratory periods per week. Credit 1 1-2 year-hours. Mr. Turlington.)*

AGRONOMY VIII*a*.—*Soil Fertility*.—Factors involved in crop production, source and loss of plant food, methods and results obtained by laboratory and field experiments. *(Prerequisite: Agronomy II. First semester; 3 hours. Credit 1 1-2 year hours. Mr. Bryan.)*

AGRONOMY IX*a*.—*Rural Law*.—Classification of property, boundaries, fences, stock laws, rents, contracts, deeds, abstracts, mortgages, taxes, laws governing shipping, etc. *(Prerequisite: Sophomore year. First semester; 2 hours. Credit 1 year-hour. Mr. Turlington.)*

AGRONOMY X*b*.—*Marketing*.—Marketing and distributing farm products; marketing organizations and laws under which they are operated. The relation to foreign trade and general business conditions to the farmers' market. *(Prerequisite: Sophomore year. Second semester; 2 class and 1 laboratory periods per week. Credit 1 1-2 year-hours. Mr. Turlington.)*

AGRONOMY XI*b*.—*Farm Records*.—Methods and practice of making and keeping farm inventories, feed records, crop records, and a study of statistical methods. *(Prerequisite: Sophomore year. Second semester; 2 class and 1 laboratory periods per week. Credit 1 1-2 year hours. Mr. Turlington.)*

AGRONOMY XII*a*.—*Special Crops*.—A study of the nature, adaptation, methods of production, harvesting and marketing of tobacco, sweet potatoes, watermelons and other minor crops. *(First semester; 2 hours. Credit 1 year-hour. Mr. Bryan.)*

AGRONOMY XIII*b*.—*Origin and Classification of Soils*.—Origin and classification of soils into regions, provinces, series and types. Detailed soil maps of certain areas will be made. *(Prerequisite: Agronomy II. Second semester; 2 class and 1 laboratory periods per week. Credit 1 1-2 year-hours. Mr. Bryan.)*

AGRONOMY XIV*a*.—*Grasses and Pastures*.—The nature, distribution and cultural methods of the important farm grasses as related to the improvement of pastures, lawns, meadows, etc. *(Prerequisite: Agronomy I. First semester; 2 hours. Credit 1 year-hour. Mr. Bryan.)*

AGRONOMY XV*a* or *b*.—Special courses will be offered at the option of the instructors, on approval of the Dean.

AGRONOMY XVI*a*.—*Soil Biology*.—The soil microorganisms as a factor in crop production. *(Junior and senior year; Prerequisites: Chemistry I, Biology VIa and VIb; First semester; 3 hours. Credit 1 1-2 year-hours. Mr. Bryan.)*

AGRICULTURAL ENGINERING

Professor Rogers

Professor Strong — Instructor Eshlemann

AGRICULTURAL ENGINEERING A*b*. — *Farm Machinery*. — Care, construction, operation and selection of farm machinery. *(Short Courses, vocational students. Laboratory fee $1.00. Second semester; 1 class and 2 laboratory periods per week. Mr. Rogers.)*

AGRICULTURAL ENGINEERING I*a*.—*Farm Machinery*.—The construction, selection and operation of seeding, tilling and harvesting machinery. *(Laboratory fee $1.00. First semester; 2 class and 2 laboratory periods per week. Credit 1 1-2 year-hours. Mr. Rogers.)*

AGRICULTURAL ENGINEERING II*b*.—*Farm Motors*.—The sources of power on the farm: windmill, gasoline and kerosene engines; special attention given to farm tractors. *(Laboratory fee $2.00. Second semester; 2 class and 1 laboratory periods per week. Credit 1 1-2 year-hours. Mr. Rogers.)*

AGRICULTURAL ENGINEERING III*a*.—*Drainage and Irrigation*.—Farm surveying, drainage and irrigation systems; practice in making surveys and in designing systems. *(First semester; 2 class and 1 laboratory periods per week. Credit 1 1-2 year-hours. Mr. Rogers.)*

AGRICULTURAL ENGINEERING IV*b*.—*Farm Buildings*.—Ventilation, sanitation, construction, cost, management, laboratory work in designing and drawing plans. *(Second semester; 2 class and 1 laboratory periods per week. Credit 1 1-2 year-hours. Mr. Rogers.)*

AGRICULTURAL ENGINEERING V*b*.—*Farm Concrete*.—A study of the selection of materials for concrete work, and their mixing, placing and curing, with the construction of structures as found on the farm. *(Second semester; 1 class and 1 laboratory periods per week. Credit 1 year-hour. Mr. Rogers.)*

AGRICULTURAL ENGINEERING VI*a*.—*Wood Work*.—Practice in care, use and adjustment of wood working tools, exercises in bench work, farm equipment and farm building construction. *(Laboratory fee $1.00. First semester; 2 laboratory periods per week. Credit 1 year-hour. Mr. Eshelmann.)*

AGRICULTURAL ENGINEERING VII*b*.—*Forge Work*.—Practice in forging, welding and tempering. *(Laboratory fee $1.00. Second semester; 1 laboratory period per week. Credit 1-2 year-hour. Mr. Strong.)*

AGRICULTURAL EDUCATION

Professor Rogers

AGRICULTURAL EDUCATION II*b*.—*Agricultural Organization*.—The organization and proceedings of agricultural societies. *(Sophomore year. Second semester; 1 hour. Credit 1-2 year-hour.)*

AGRICULTURAL JOURNALISM

Assistant Professor Cooper

AGRICULTURAL JOURNALISM I*a*.—*How to Write the News Article*.—Theoretical and practical work in recognizing, gathering and writing news. Students will prepare copy for the press and be encouraged to act as reporters of University activities to their home-town newspapers. *(First semester; 3 hours. Credit 1 1-2 year-hours.)*

AGRICULTURAL JOURNALISM II*b*.—*The Principles and Technique of the Short Feature Story*.—Students will write stories for the press and be encouraged to send contributions to particularly their home-town newspapers. Library reading assignments will include selections from current magazines. *(Second semester; 3 hours. Credit 1 1-2 year-hours.)*

AGRICULTURAL JOURNALISM III.—*The Place and Function of the Community Newspaper*.—This course is planned particularly for the student who contemplates social, industrial or development work in rural communities. *(First and second semesters; 2 hours. Credit 2 year-hours.)*

ANIMAL HUSBANDRY AND DAIRYING

Professor Willoughby Instructor ————————

ANIMAL HUSBANDRY

ANIMAL HUSBANDRY A*a*.—*Elements of Animal Husbandry*.—Types and breeds of farm animals, principles of breeding, feeding and management. *(Short courses and Normal School. First semester; 3 hours.)*

ANIMAL HUSBANDRY I*b*.—*Types and Breeds of Animals*.—Types, breeds and classes of horses, cattle, sheep and swine; score-card and comparative judging. *(Freshman year, second semester; 2 class and 1 laboratory periods. Credit 1 1-2 year-hours.)*

ANIMAL HUSBANDRY II*a*.—*Animal Feeding*.—Composition of plants and animals; feeding standards and rations for farm animals. *(Prerequisite: Animal Husbandry Ib. First semester; 3 hours. Credit 1 1-2 year-hours.*

ANIMAL HUSBANDRY III*b*.—*Animal Breeding*.—Elementary principles underlying the breeding of animals; founda-

tion and management of a breeding business. *(Prerequisite: Animal Husbandry Ib. Second semester; 2 hours. Credit 1 year-hour.)*

ANIMAL HUSBANDRY IV*a*.—*Beef Production.*—Selection, feeding and management of beef cattle; marketing and slaughtering. Brief study of mutton production. *(Prerequisites: Animal Husbandry Ib and IIa. First semester; 2 hours. Credit 1 year-hour.)*

ANIMAL HUSBANDRY V*b*.—*Swine Production.*—Selection, feeding and management of swine; location and equipment of hog farm; marketing, slaughtering and curing meat. *(Prerequisites: Animal Husbandry Ib and IIa. Second semester; 2 hours. Credit 1 year-hour.)*

ANIMAL HUSBANDRY VI*a*.—*Animal Conformation.*—Advanced live stock judging; show-ring practice and contests at fairs. *(Prerequisite: Animal Husbandry Ib. First Semester; 1 class and 2 laboratory periods. Credit 1 1-2 year-hours.)*

ANIMAL HUSBANDRY VII*b*.—*Breed History.*—History of breeds, pedigrees and registration methods; advanced breeding principles. *(Prerequisites: Animal Husbandry Ib and IIIb. Second semester; 2 hours. Credit 1 year-hour.)*

ANIMAL HUSBANDRY VIII.—Seminar.—History of live stock industry; review of recent research work in feeding and breeding. *(Senior year; first and second semesters; 2 hours. Credit 1 year-hour.)*

DAIRYING

DAIRYING I*a*.—*Dairy Products.*—Secretion and composition of milk; testing milk and its products; farm buttermaking. *(Laboratory fee $2.00. First semester; 2 class and 1 laboratory periods. Credit 1 1-2 year-hours.)*

DAIRYING II*b*.—*Dairy Farming.*—Selection, feeding and management of a dairy herd; barns, equipment, pastures and feeds; marketing methods. *(Second semester; 3 hours. Credit 1 1-2 year-hours).*

DAIRYING III*b*.—*Milk Inspection.*—Methods of producing sanitary milk, operation of milk plants, duties of city milk

inspector, with practice on local dairies. *(Prerequisites: Dairying Ia and IIb, and Bacteriology. Laboratory fee $1.00. Second semester; 3 hours. Credit 1 1-2 year-hours.)*

DAIRYING IV.—*Dairy Manufactures.*—Advanced work in creamery butter making, ice cream and other market products; creamery management and accounting. *(Senior year; first or second semester; 2 hours. Credit 1 year-hour.)*

POULTRY HUSBANDRY

Professor Sanborn

Poultry is necessary to the economic life of the Florida farm. This department intends to help its students help make poultry on the farm profitable. A modest, modern, poultry plant is available for instruction and practice.

POULTRY HUSBANDRY I*b*.—*Farm Poultry.*—Poultry as a modest sideline on the farm. Breeds and varieties; location and construction of buildings; feeding and management; incubation, breeding, rearing, care of adult birds on the farm. *(Sophomore year, groups other than animal husbandry. Laboratory fee $1.00. Second semester; 2 class and 1 laboratory periods. Credit 1 1-2 year-hours.)*

POULTRY HUSBANDRY II*a*.—*Commercial Poultry Keeping.*—Growing and maturing pullets, fall and winter eggs, feeding and care, houses and yards, showing and advertising. *(Laboratory fee $2.00. First semester; 2 class and 1 laboratory periods. Credit 1 1-2 year-hours.)*

POULTRY HUSBANDRY III*b*.—*Commercial Poultry Keeping.*—Incubation, breeding, rearing, spring and summer work, culling, farm grown feeds and poultry pastures, marketing. *(Laboratory fee $2.00. Second semester; 2 class and 1 laboratory periods. Credit 1 1-2 year-hours.)*

POULTRY HUSBANDRY IV*a*.—*Advanced Poultry Culture.*—Origin and study of breeds and varieties; score card and comparison judging; latest methods of selecting high and low producing hens; mating for producing breeders and winners; practice judging. *(Prerequisites: Poultry Husbandry II and III. Laboratory fee $1.00. First semester; 2 hours. Credit 1 year-hour.)*

POULTRY HUSBANDRY V*b*.—*Poultry Management.*—Study of large farms, equipment of poultry plants, planning of various buildings, laying out and conducting poultry farms. *(Prerequisites: Poultry Husbandry II and III. Laboratory fee $1.00. Second semester; 2 hours. Credit 1 year-hour.)*

POULTRY HUSBANDRY VI*b*.—*Pathology.*—Anatomy, physiology, diseases, parasites, sanitation. *(Prerequisites: Poultry Husbandry II and III. Second semester; 2 hours. Credit 1 year-hour.)*

POULTRY HUSBANDRY VII*a*.—*Project Problems.*—To be arranged with instructor. Egg hatching, investigations, poultry feeding, artificial lighting, chicken pox, etc. *(Prerequisites: Poultry Husbandry II and III. First semester; 2 hours. Credit 1 year-hour.)*

VETERINARY SCIENCE

Professor Shealy

The aim of this department is to provide training which will enable students to detect diseases more readily, to understand their seriousness, to become more familiar with simple methods of treatment, means of eradication, and prevention. All students interested in stock-raising will find this training helpful. The courses also form a good foundation for students wishing to enter the profession of veterinary medicine.

VETERINARY SCIENCE I*b*. — *Veterinary Elements.* — Elementary anatomy and physiology of the domestic animals; causes and symptoms of common diseases of animals; methods of prevention. *(Prerequisite: Animal Husbandry Ib. For groups other than Animal Husbandry. Second semester; 2 hours. Credit 1 year-hour.)*

VETERINARY SCIENCE II.—*Veterinary Anatomy and Physiology.*—The skeleton, articulations, muscles, circulation, respiration, digestion, absorption, and the nervous system. *(Prerequisites: Animal Husbandry Ib and IIa. Laboratory fee $2.50 for each semester; 2 class and 1 laboratory periods. Credit 3 year-hours.)*

VETERINARY SCIENCE III.—*Diseases of Farm Animals.*—Causes, symptoms, treatment, and prevention of common

diseases of farm animals. *(Prerequisite: Veterinary Science I or II. Laboratory fee $1.00 for each semester. First and second semesters; 2 class and 1 clinic periods. Credit 3 year-hours.)*

VETERINARY SCIENCE IV*a*.—*Farm Sanitation and Animal Hygiene*.—Water sources, and impurities; food; air; ventilation; disposal of excreta; disposal of carcasses; disinfection; sanitation following infectious diseases; internal parasites and their control. *(First semester; 2 hours. Credit 1 year-hour.)*

HORTICULTURE

Professor Floyd — Assistant Professor Lord
Instructor Abbott

In a subtropical climate unusual opportunities for the study of horticulture are presented. The wonderful variety of plants, the peculiar problems involved in their growth and development, and the accomplishments of those who have given time and labor to the solution of these problems, offer inviting fields for study and experimentation. Both the practical and the esthetic tendencies may be cultivated.

The department, with its orchard, garden and laboratory, offers fine opportunity for instruction, experimentation and research.

HORTICULTURE A*a*.—*Elements of Horticulture*.—The fundamental principles of horticulture; practice in the culture, propagation, pruning and training of the important fruit and ornamental plants of Florida. *(Short courses. Laboratory fee $1.00. First semester; 2 class and 1 laboratory periods. Mr. Abbott.)*

HORTICULTURE I*a*.—*Plant Propagation*.—Propagation by vegetative means and by seedage; the fundamental processes; and practice in propagating common fruits, flowers and shrubs. *(Freshman year. Laboratory fee $1.00. First semester; 2 class and 1 laboratory periods. Credit 1 1-2 year-hours. Mr. Abbott.)*

HORTICULTURE I*b*.—*Pruning*.—Principles of pruning and training; the physiological principles involved; practice in pruning and training fruit and ornamental plants. *(Labora-*

tory fee $1.00. Second semester; 2 class and 1 laboratory periods per week. Credit 1 1-2 year-hours. Mr. Abbott.)

HORTICULTURE II*b*.—*Trucking*.—Origin, relationship and classification of different truck crops, varieties, cultural methods in different sections, fertilizing, irrigating and harvesting. Planning the home garden. *(Laboratory fee $1.00. Second semester; 2 class and 1 laboratory periods per week. Credit 1 1-2 year-hours. Mr. Abbott.)*

HORTICULTURE III*a*.—*Advanced Trucking*.—Soils suited to the leading commercial truck crops of Florida, cultural methods, fertilizing, irrigating, controlling insects and diseases, harvesting, packing and marketing. *(Prerequisite: Biology II. Laboratory fee $2.00. First semester; 2 class and 1 laboratory periods per week. Cedit 1 1-2 year-hours. Mr. Abbott.)*

HORTICULTURE III*a*.—*Floriculture*.—The growing of flowers upon the home grounds, pot plants, greenhouse crops and their cultural requirements, including ventilation, watering and heating. *(Prerequisites: Horticulture I, Biology II. Laboratory fee $2.00. Second semester; 2 class and 1 labatory periods per week. Credit 1 1-2 year-hours. Mr. Floyd.)*

HORTICULTURE III*b*.—*Commercial Floriculture*.—A study of commercial flower crops grown either in the open, under lath, or in greenhouse. Methods of packing and marketing will receive attention. *(Prerequisites: Horticulture I and IIIa. Laboratory fee $2.00. Second semester; 1 class and 2 laboratory periods per week. Credit 1 1-2 year-hours. Mr. Floyd.)*

HORTICULTURE IV*a*.—*Citrus Culture*.—The citrus grove; site and soil selection; preparation, planting and management; selection of varieties and stocks, and the use of cover crops. *(Laboratory fee $1.00. First semester; 2 class and 1 laboratory periods. Credit 1 1-2 year-hours. Mr. Lord.)*

HORTICULTURE V*b*.—*Citrus Harvesting, Marketing and Judging*.—Methods of picking, handling, washing, drying, packing and shipping citrus fruits; identification and judging of varieties. *(Prerequisite: Horticulture IV. Laboratory fee $1.00. Second semester; 2 class and 1 laboratory periods. Credit 1 1-2 year-hours. Mr. Lord.)*

HORTICULTURE VI*a*.—*Advanced Citrus Problems*.—An advanced course especially emphasizing the problems set by varying sites, soils, climates, stocks, varieties, etc. *(Prerequisite: Horticulture IV; Laboratory fee $1.00. First semester; 2 class and 1 laboratory periods. Credit 1 1-2 year-hours. Mr. Lord.)*

HORTICULTURE VII*a*. — *Subtropical Fruits*.—Avocados, mangoes, pineapples and other tropical and subtropical fruits particularly adapted to Florida; culture, varieties, insects, diseases, etc. *(Prerequisite: Horticulture I. Laboratory fee $1.00. First semester; 2 class and 1 laboratory periods. Credit 1 1-2 year-hours. Mr. Lord.)*

HORTICULTURE VII*b*.—*Deciduous Fruits*.—Peaches, pears, grapes, pecans, and other deciduous fruits with special reference to Florida conditions, culture, varieties, insects, diseases, etc. *(Prerequisite: Horticulture I. Laboratory fee $1.00. Second semester; 2 class and 1 laboratory periods. Credit 1 1-2 year-hours. Mr. Lord.)*

HORTICULTURE VIII*b*.—*Plant Breeding*.—Cross pollination and hybridization of plants, breeding for special qualities, methods of successful breeders; field work. *(Prerequisites: Horticulture I and Biology II. Laboratory fee $1.00. 2 class and 1 laboratory periods. Credit 1 1-2 year-hours. Mr. Lord.)*

HORTICULTURE IX*b*.—*Landscape Gardening*.—The principles of landscape gardening, suitable plants, improvement of home, school and public grounds. *(Prerequisite: Biology II. Second semester; 2 class and 1 laboratory periods. Credit 1 1-2 year-hours. Mr. Floyd.)*

HORTICULTURE X*a*.—*General Forestry*.—The principles of forestry, forest cropping, protecting the home wood lot, use of Florida woods, varieties of timber trees, and the influences of the forests on other industries of the State. *(First semester; 3 hours. Credit 1 1-2 year-hours. Mr. Floyd.)*

HORTICULTURE XI.—*Pomology Seminar*.—Study of advanced problems in fruit growing; review of current pomological literature; assigned topics and discussion. *(Prerequisites: Horticulture V, VII and VIII. Senior year; first and second semesters; hours and credit to be arranged. Mr. Lord.)*

BOTANY A*b*.—*Agricultural Botany*.—The relationship, habits, characteristics and environmental relations of the important crop plants, with laboratory study of principal types. *(Short Courses, Vocational and Normal School. Laboratory fee $2.00. Second semester; 2 class and 1 laboratory periods per week. Credit 1 1-2 year-hours. Mr. Abbott.)*

ENTOMOLOGY AND PLANT PATHOLOGY

Professor Gray

The aim of the courses in Entomology and Plant Pathology is to meet the general requirements in agriculture, to give special work for county agents, teachers and other workers in the recognition of insects and diseases and the problems of such in the State, and to prepare specialists for institution, State and government work.

ENTOMOLOGY

ENTOMOLOGY A*a*.—*Farm, Garden and Orchard Insects*.—A general survey of some of the economic insects of Florida in reference to their distribution, life history, injury and control on the principal agricultural crops of the State. *(Short courses. Vocational, Normal School. Laboratory fee $2.00. First semester; 2 class and 1 laboratory periods.)*

ENTOMOLOGY I.—*Agricultural Insects*.—An introduction to applied entomology based on the structure, classification, life histories, recognition and control of the injurious insects of Florida. *(Required of all sophomores. Laboratory fee $3.50 each semester. First and second semesters; 1 class and 2 laboratory periods. Credit 3 year-hours.)*

ENTOMOLOGY II.—*Insectary Practice*.—Field and laboratory problem work and insectary work in the rearing of some of the more common Florida insects. The study of natural parasites and the special technique as is required by professional workers in this line will be given. *(Laboratory fee $3.50. First and second semesters; 3 hours. Credit 3 year-hours, to be arranged with instructor.)*

ENTOMOLOGY III.—*Taxonomy*.—The collection, study and classification of local economic insects with special emphasis on some one group. *(Hours and credit to be arranged.)*

ENTOMOLOGY IV.—Thesis.—Senior and graduate problems in the various phases of entomology as shall be selected on approval of the instructor in charge. All graduates expecting recognition of their work in this department for advance degree must register in this course. *(Laboratory fee to depend on problem. Hours and credit to be arranged.)*

PLANT PATHOLOGY

PLANT PATHOLOGY A*b*.—*Diseases and Insects of Citrus.*—The important physiological and fungous diseases with a survey of the major injurious insects and methods for control. *(Short courses, Vocational, Normal School. Laboratory fee $2.00; Second semester; 2 class and 1 laboratory hours.)*

PLANT PATHOLOGY I*b*.—*General Pathology.*—The morphology and life histories of the principal fungi and lower bryophytes that are associated with plant diseases. Diagnosis and treatment of plant diseases. *(Laboratory fee $3.50. Second semester; 2 class and 2 laboratory periods. Credit 2 year-hours.)*

PLANT PATHOLOGY II.—*Diseases of Florida Crops.*—Practical methods of combating fungous and bacterial diseases of Florida grove, truck and field plants. Signs of infection, diagnosis, means of transmission and methods of control. *(Prerequisites: Plant Pathology I or equivalent. Laboratory fee $3.50 each semester; 1 class and 2 field or laboratory periods. Credit 3 year-hours.)*

PLANT PATHOLOGY III.—*Laboratory Technique in Plant Pathology.*—Preparation of culture media, isolation, cultivation and physiological study of plant pathogenes; inoculation of host plants, relation to disease and the preparation of histological material. *(Laboratory fee $5.00 both semesters; 1 class and 3 laboratory periods. Credit 4 year-hours or more, to be arranged.)*

PLANT PATHOLOGY IV.—*Mycology.*—Detailed study of fungi in reference to origin, systematic relationships, cytology and economic bearing in reference to plant disease work. Collection and classification of local fungi. *2 class and 1 laboratory periods. Credit 3 year-hours.)*

PLANT PATHOLOGY V.—*Fungicides and Insecticides.*—Origin history of fungicides and insecticides; systematic sur-

vey of mixtures now used. Chemical and physical reactions of same. Class, laboratory and field work. *(Laboratory fee $3.50 each semester; 1 class and 2 laboratory periods. Credit 3 year-hours.)*

PLANT PATHOLOGY VI.—*Thesis.*—Problems for advanced degrees to be selected on approval of instructor. Required of graduate students registered for degree in the department. *(Laboratory fee to depend on problem. Hours and credit to be arranged.)*

OTHER DEPARTMENTS

Descriptions of other subjects that may be taken by students in the College of Agriculture can be found by reference to the index.

ONE-YEAR COURSE IN AGRICULTURE

This course will meet the needs of those who can spend only one year at school. The only requirement for admission is a knowledge of the common-school branches. Certificates will be granted to those who complete the work.

NAMES OF COURSES	NATURE OF WORK	HOURS PER WEEK
(First Semester)		
Agronomy A	Elements of Agronomy	3
Agronomy B	Fertilizers	3
Horticulture A	Elements of Horticulture	3
Animal Husbandry A	Elements of Animal Husbandry	3
Electives, not less than		6
		18
(Second Semester)		
Agronomy A	Elements of Agronomy	3
Agronomy C	Farm Management	3
Agricultural Engineering A	Farm Machinery	3
Botany A	Agricultural Botany	3
Electives, not less than		6
		18

A second year's work may be taken provided one subject is selected in Agronomy, one in Animal Husbandry, one in Horticulture, Military Science I or II, and others to make up not less than 18 hours in all, with advice and consent of the Dean.

Students with high school preparation may take subjects from the four-year curriculum.

FOUR-MONTH COURSES IN AGRICULTURE

The work of each semester of the one-year course outlined above has been so planned as to form of itself a well rounded course of study which can be pursued to advantage by those unable to spend more than four months at the University. Each of these four-month short courses should appeal to farmers who wish to increase their productive power, to young men who expect to become farmers, and to those who are turning from other lines of work in order to obtain the advantages of country life.

Military drill is not required of those who take one or both of these courses, but it may be elected.

FARMERS' WEEK

Beginning August 17, 1925; ending August 22, 1925.

Farmers' Week is especially suited to the needs of the following classes: Farm men and farm women of all ages who recognize their need for some training in scientific agriculture in order to render more effective the practical knowledge they have already gained; young men who are compelled to drop out of school and yet desire to devote a short time to special preparation for work on the farm; city students who wish to fit themselves for farm life; colonists who wish information regarding Florida conditions and methods.

The laboratory equipment, the purebred livestock, and the farms will be available for instruction; the Agricultural Experiment Station and State Plant Board will afford opportunity for observation and inquiry. Care has been taken to meet the needs of practical farmers. The courses consist of lectures, laboratory work, and field observations and demonstrations in general field crops, soils, vegetable gardening, citrus, animal husbandry, dairying, poultry, veterinary science, bee culture, and agricultural engineering.

There are no age limits and no educational requirements for admission. No tuition fee is charged.

EXPENSES.—The necessary expenses for room and board will approximate $1.25 per day.

The University dormitories and dining room are available to those attending Farmers' Week.

CORRESPONDENCE COURSES

Correspondence courses in agriculture are offered under the General Extension Division. See page 205.

AGRICULTURAL MEETINGS

A number of meetings of people interested in agriculture are held annually at the University. These find excellent accommodations and facilities better for their purposes than anywhere else in the State. Laboratories, classrooms, and exhibits, as well as growing crops, barns and other equipment, are placed freely at their service.

AGRICULTURAL EXPERIMENT STATION

WILMON NEWELL, *Director*

STAFF.—Wilmon Newell, John M. Scott, J. R. Watson, R. W. Ruprecht, O. F. Burger, G. H. Blackmon, W. B. Tisdale, G. F. Weber, J. H. Jefferies, A. H. Beyer, C. E. Bell, W. E. Stokes, J. M. Coleman, Harold Mowry, L. O. Gratz, A. S. Rhoads, Geo. E. Tedder, Ruby Newhall, A. W. Leland, Jesse Reeves, J. G. Kelley, Ida Keeling Cresap, Robert E. Nolen, M. A. Baker, H. E. Bratley, J. F. Cooper.

AIM AND SCOPE.—Agricultural experiment stations are institutions founded by Congressional act, the purpose of which is to acquire and diffuse agricultural knowledge. From the enacting clause it is evident that Congress intended to establish in connection with every college and university receiving the benefits of the original "Land-Grant Act" an institution for purely investigational work.

The Florida Agricultural Experiment Station was founded in 1887 and has continued without interruption. Inasmuch as part of its funds are obtained from Federal sources, it must comply with the Federal law: Its income must be used for acquiring new and important knowledge in regard to crops, soils and livestock, and no part can be expended, directly or indirectly, for teaching purposes or for holding farmers' institutes, and only 5 per cent for building or making repairs. In order to receive the benefits of the Adams fund, the Station must, before any money is spent in investigation, submit plans for proposed

experiments to the United States Department of Agriculture for approval.

ADVANTAGES OF LOCATION.—The advantages of having the Agricultural Experiment Station at the University are obvious. At frequent intervals the investigators deliver popular and technical lectures, either to the student-body as a whole or to special clubs and local organizations. As the fields and orchards of the Station are used solely for experimental purposes and as its laboratories are planned and conducted for research work, they contribute to the opportunities of the students for studying methods of scientific investigation. Some of those with special aptitude have an opportunity of assisting the specialists in charge.

Minor positions, such as those of laboratory assistant, are occasionally open and, whenever practicable, are given to students of the University.

LINES OF INVESTIGATION.—The lines of investigation carried on fall naturally into several departments: Horticulture, Animal Industry, Agronomy, Plant Pathology, Chemistry, and Entomology. The work of the Station is, however, not sharply divided among these different departments. The staff formulates what are known as projects, the work of which is continued regardless of whether its ramifications take it into one or another department, and not infrequently two or more departments are engaged in the solution of the same problem.

PROJECTS.—Some of the more important projects are:

1. The study of soils and fertilizers on citrus, pecans, farm and truck crops, in relation to plant growth and development.
2. The study of citrus diseases.
3. The study of vegetable diseases.
4. The study of the control of root-knot and vegetable insects.
5. Study of pecan diseases, insects, varieties and cultural methods.
6. Control of aphids and other citrus insects.
7. Comparison of rations for economical milk and pork production.
8. Study of tobacco diseases and insects.
9. Cooperative experiments with farmers in various sections of the State to ascertain the value of new forage crops.
10. Testing native and newly introduced grasses to determine their value as permanent pastures.
11. Citrus breeding work.
12. Adaptation test plots of fruits, vegetables, cereals, grass and forage crops on muck soils.

BRANCH STATIONS.—Branch experiment stations have been established at the following places and for the indicated purposes: at Lake Alfred for the special study of problems of the

citrus grower; at Quincy for the study of problems of particular interest to the tobacco grower; and at Belle Glade for the purpose of making investigations, tests and experiments in agricultural problems as applied to conditions of the Everglades.

PUBLICATIONS.—The publications fall into three classes: Bulletins, Press Bulletins, and Annual Reports. The bulletins contain more or less complete results of particular investigations. At least four are issued annually; 174 have appeared to date. The press bulletins are prepared in order to bring to the citizens of Florida information connected with the investigations that are being carried on, before all the work necessary for the publishing of a bulletin has been completed. They are issued at short intervals, 366 having already appeared. The annual reports contain a brief statement of the work done, as well as of the expenditure of funds. Thirty-one have been published.

All of these publications are distributed free upon request.

AGRICULTURAL EXTENSION DIVISION

WILMON NEWELL, *Director*

STAFF.—A. With headquarters at Gainesville: Wilmon Newell, A. P. Spencer, E. W. Jenkins, H. G. Clayton, R. W. Blacklock, John M. Scott, Hamlin L. Brown, E. F. DeBusk, N. R. Mehrhof, J. F. Cooper, M. R. Ensign, J. Lee Smith.

B. With headquarters at Tallahassee: Flavia Gleason, Virginia P. Moore, Lucy Belle Settle, Ruby McDavid, Isabelle S. Thursby, Eva Richardson.

C. With headquarters at Tallahassee (Negro A. & M. College): A. A. Turner.

D. County and Home Demonstration agents:

County	County Agent	Address	Home Dem. Agent
Alachua	F. L. Craft	Gainesville	Lou C. Hamilton
Baker	R. F. Ward	Macclenny	
Bay	R. R. Whittington	Panama City	
Brevard	W. G. Wells	Cocoa	
Broward	C. E. Matthews	Ft. Lauderdale	
Citrus		Inverness	Mrs. Elizabeth W. Moore
Collier		Everglade	Motelle Madole
Columbia	C. A. Fulford	Lake City	Mrs. Grace F. Warren
Dade	J. S. Rainey	Miami	Pansy Norton
DeSoto		Arcadia	Mrs. Nettie B. Crabill
Duval	W. L. Watson	Jacksonville	Pearl Lafitte
Duval (Asst.)	J. O. Traxler	Jacksonville	Louise Pickens
Duval (Asst.)	H. B. Lansden	Jacksonville	
Escambia	Wingate Green	Pensacola	Floresa Sipprell

County	County Agent	Address	Home Dem. Agent
Gadsden		Quincy	Eloise McGriff
Hamilton	J. J. Sechrest	Jasper	
Hendry	E. L. Stallings	LaBelle	
Hillsboro	R. T. Kelley	Plant City	Mrs. Blanche G. Shore
Hillsboro		Tampa	Mrs. Mary S. Allen
Holmes		Bonifay	Mrs. Bettie A. Caudle
Jefferson	E. H. Finlayson	Monticello	
Lake	Leo H. Wilson	Tavares	Marie Cox
Lee	W. R. Briggs	Ft. Myers	Sallie B. Lindsey
Leon	G. C. Hodge	Tallahassee	Mrs. Ruth C. Kellum
Levy	N. J. Allbritton	Bronson	
Liberty	A. W. Turner	Bristol	
Madison	B. E. Lawton	Madison	
Manatee	Ed L. Ayers	Bradentown	Margaret Cobb
Marion		Ocala	Christine McFerron
Nassau		Fernandina	Pearl Jordan
Okaloosa	R. J. Hart	Laurel Hill	
Okaloosa		Crestview	Bertha Henry
Okeechobee	H. P. Peterson	Okeechobee	
Orange	C. D. Kime	Orlando	Mrs. Nellie W. Taylor
Osceola	J. R. Gunn	Kissimmee	
Palm Beach	S. W. Hiatt	West Palm Beach	Mrs. Edith Y. Morgan
Pasco	J. A. Shealy	Dade City	Mrs. Harriette Ticknor
Pinellas		Clearwater	Luella M. Rouse
Polk		Bartow	Lois Godbey
Polk (Asst.)		Bartow	Mosel Preston
Polk (Asst.)	Vern W. Wilson	Lakeland	
St. Johns	Phil L. Taylor	St. Augustine	Anna E. Heist
St. Lucie	A. Warren	Ft. Pierce	
Santa Rosa	John G. Hudson	Milton	Mrs Winnie W. McEwen
Seminole	B. F. Whitner, Jr.	Sanford	
Sumter		Bushnell	Uarda Briggs
Suwannee		Live Oak	Corinne Barker
Taylor	R. J. Dorsett	Perry	Mrs. Anabel P. Powell
Volusia	T. A. Brown	DeLand	Orpha Cole
Walton	J. W. Mathison	DeFuniak Springs	Josephine Nimmo

COOPERATIVE AGRICULTURAL EXTENSION WORK

The Agricultural Extension Division supports a system of practical education. It teaches the results of scientific experiments to the present and future farmer and housewife. A synopsis of this work includes:

(A) Demonstrations in agricultural and horticultural crops, dairying, hog raising, poultry raising, cooperative organizations and insect and disease control.

(B) Boys' agricultural clubs, including corn, pig and fat barrow, peanut, calf, potato, bee and citrus clubs.

(C) Home demonstration work including: gardening, poultry, beekeeping, food conservation, nutrition, clothing and home improvement clubs.

(D) Extension schools including: Farmers' Week held annually at the University, Citrus Seminar, Livestock Roundup, County and Home Demonstration Agents' annual meeting, boys and girls' annual club meetings, and Extension Schools arranged by county agents.

(E) Demonstration work with colored farmers, including: club work for boys and girls, and demonstration work with men and women.

SMITH-LEVER ACT.—In accordance with the terms of the Smith-Lever Act, effective July 1, 1914, agricultural extension work is carried on cooperatively by the United States Department of Agriculture and the State of Florida. In addition to

this, in 1919 Congress passed the Smith-Lever Supplementary Act appropriating an additional sum for the same purpose.

The purpose of these Acts may be seen from the following quotation:

"That cooperative agricultural extension work shall consist of the giving of instruction and practical demonstration in agriculture and home economics to persons not attending or resident in said colleges in the several communities, and imparting to such persons information on said subjects through field demonstrations, publications, and otherwise; and this work shall be carried on in such a manner as may be mutually agreed upon by the Secretary of Agriculture and the State agricultural college or colleges receiving the benefits of this act."

By the terms of the Smith-Lever Act the College of Agriculture receives $10,000 a year, and an additional sum which increased annually until 1922, the State each year appropriating an equal amount. The Legislature has enacted laws enabling the State to secure the benefits of both the original Smith-Lever and the Supplementary Acts, the total amount of State and Federal funds consequently available for the fiscal year ending June 30, 1925, being $144,715.58.

SCHOOLS OF INSTRUCTION FOR EXTENSION WORKERS

The County and Home Demonstration Agents' annual meeting is held at the University of Florida. The purpose of this meeting is to give instruction and make plans for future work.

This is the one meeting of the year when all extension workers from the United States Department of Agriculture and the State of Florida can assemble for joint sessions to discuss the work with county and home demonstration agents.

As Agricultural Extension work in Florida is conducted according to a joint agreement with the federal government, it is very important that the Extension work in Florida should harmonize closely with that of other states.

This meeting is largely a series of conferences. Committees are appointed to make recommendations for the conduct of the work thruout the coming year.

BOYS' AGRICULTURAL CLUBS AND SHORT COURSES

Agricultural clubs are organized among the boys on the farms for the purpose of teaching them by practical demonstrations better methods of farming.

Business men and agricultural organizations annually give successful boys free trips to the University to attend the Short Courses in Agriculture. This is done to stimulate greater interest in club work and has caused many boys to enter the College of Agriculture for a four-year course. Williamson & Dennis of Jacksonville offer a $250 scholarship in the College of Agriculture to the State Pig Club Champion.

HOME DEMONSTRATION WORK

GIRLS' CLUBS

Girls between the ages of ten and eighteen are eligible for membership. Each member is required to undertake a definite piece of work under the leadership of her home demonstration agent. This club work enters into many phases of home life and is intended to teach the girls the best practices for the improvement and development of the rural home.

WOMEN'S HOME DEMONSTRATION CLUBS

Home demonstration clubs are organized by home demonstration agents for the benefit of the women of rural communities. These clubs have definite programs and stated intervals for meeting and, under the leadership of the agent, undertake to carry out such programs as will improve home life.

CITRUS SEMINAR, LIVESTOCK ROUNDUP AND FARMERS' WEEK

This event is held annually at the University, a full week's program of instruction and entertainment for farm men and women. The University dormitories and dining hall are opened, providing farmers and their families with meals and lodging at actual cost or approximately $1.25 per day.

CLUB CONTESTS

Contests are conducted for the purpose of giving credits to club members for the work they have accomplished, to display the year's work so that it will be educational, and to stimulate interest in every phase of farm and home life. Exhibits are placed on display, record books are examined and rewards are based on quality, record and financial showing. Substantial prizes are offered to club members, such as schol-

arships to the University and to the State College for Women, and money or merchandise. The State Fair, Jacksonville, and the South Florida Fair, Tampa, allot space for the products of boys' and girls' clubs, and provide liberal cash prizes to stimulate interest in these contests.

COLLEGE OF ENGINEERING

J. R. BENTON, *Dean*

FACULTY.—L. W. Amis, F. H. Bain, G. E. Barnes, W. H. Beisler, J. R. Benton, A. P. Black,* O. W. Boyd, F. M. Brennan, A. Bresth,† L. M. Bristol, W. H. Chandler, S. K. Eshleman, J. M. Farr, B. F. Gaines, G. T. Gilman,** H. A. Hall, W. B. Hathaway, F. H. Heath, W. S. Higgins, T. H. Hubbell, V. T. Jackson,‡ T. R. Leigh, J. P. Little, Jr., W. S. Perry, C. G. Phipps, M. Price, P. L. Reed, T. M. Simpson, A. J. Strong, A. W. Sweet, A. C. Tipton, E. S. Walker, J. Weil, E. M. Yon.

GENERAL STATEMENT

AIM AND SCOPE.—It is the aim of the College of Engineering to furnish such training as will be useful to its graduates in the profession of engineering or related occupations. Its courses of instruction are similar to those of other American engineering schools of college grade; its graduates are prepared to fill such positions as are usually allotted to young engineers.

Scholastic training alone cannot make a competent engineer, any more than it can make a competent physician or lawyer. It can, however, fit a man to enter the profession of engineering; and it is an important element in ultimate success in that profession.

The work of the College is divided among courses of study of the following types: (1) Courses in the sciences fundamental to the practice of engineering, of which mathematics, physics, and chemistry are the most important; (2) courses in various branches of engineering practice in which these sciences are applied, such as structural, steam, or electrical engineering; (3) courses in practical work, such as mechanic arts, drafting, or surveying; and (4) courses contributing primarily to general culture, such as those in English.

BUILDINGS AND EQUIPMENT.—The headquarters and principal building of the College is Engineering Hall, described

*On leave of absence, 1924-1925.
†Till October 20, 1924.
**After October 20, 1924.
‡As substitute for A. P. Black, 1924-1925.

on page 29. A description of the equipment is to be found on pages 34-35.

Provision is made for shop work in a large wing to Engineering hall.

Part of the work of the College of Engineering coincides with that of the other colleges of the University; for such work the same classrooms and laboratories are utilized.

ADMISSION.—See pages 45 to 50, inclusive. No students except adult special students are admitted with entrance conditions in any required entrance units.

ORIENTATION.—During the first semester of the freshman year, a course known as Orientation is required. This consists of lectures by practicing engineers and by members of the faculty, about the work of engineers engaged in practice in the various branches of engineering. The purpose is to acquaint the students, early in their course, with the nature, ideals and status of the engineering profession; and to assist them in deciding what branch of engineering to follow.

The lectures given in 1294-25, were as follows:

September 22nd.—Dean Benton: "The Profession of Engineering."

September 29th.—Professor Price: "The Work of the Mechanical Engineer."

October 6th.—Dr. Jackson: "The Work of the Chemist and the Chemical Engineer."

October 13th.—Professor Weil: "The Work of the Electrical Engineer."

October 27th.—Mr. R. T. Hargrave, Project Engineer, State Road Department: "Opportunities for Technical Graduates in Highway Engineering."

November 3rd.—Mr. J. P. Ingle, Manager of the Jacksonville Traction Company: "Opportunities for Technical Graduates in the Field of Public Utility Operation."

November 10th.—Dr. Bristol: "Opportunities for Technical Graduates in the Field of Business."

November 17.—Mr. W. R. West, of the Westinghouse Electric and Manufacturing Company: "The Work of the Technical Salesman, and Its Opportunities for Engineering College Graduates."

November 24th.—Mr. Mellen C. Greeley, A. I. A., Architect, and Secretary-Treasurer of the Florida State Board of Architecture: "The Business of Being an Architect."

December 1st.—Mr. C. H. Ruggles, Civil Engineer, President of the Florida Engineering Society: "The Qualities Required for Success as an Engineer."

December 15th.—Major Tipton: "The Engineering Work of the Army, and Its Opportunities for Technical Graduates."

BENTON ENGINEERING SOCIETY.—Weekly meetings of this society are held, at which each member in turn presents a paper on some topic of interest to engineering students. Activity in this society is strongly urged upon every student in the College.

EXPENSES.—See pages 36-39.

CURRICULA AND DEGREES.—Four curricula, each requiring four years, are offered. They lead to the degrees of Bachelor of Science in Civil Engineering (B.S.C.E.), in Electrical Engineering (B.S.E.E.), in Mechanical Engineering (B.S.M.E.), and in Chemical Engineering (B.S.Ch.E.), respectively.

The freshman year is the same for all engineering students; the sophomore year for electrical and mechanical engineering students. The work in English, economics, mathematics, mechanics and physics is the same thruout the curriculum, for all engineering students, and in part coincides with that provided for students in the College of Arts and Sciences. All engineering students take some work in chemistry, drafting, surveying, and shop practice, but the time devoted to these subjects varies in the different curricula.

The degree Civil Engineer (C.E.), Electrical Engineer (E.E.), Mechanical Engineer (M.E.), or Chemical Engineer (Ch.E.), may be granted to a graduate of the College of Engineering upon recommendation of the head of the department in which it is sought, and with the concurrence of the faculty of the College, provided the candidate submits evidence that he has had at least four years of practical engineering experience, of which two years must be responsible experience after graduation. By responsible experience is meant work in which the candidate has to use his own initiative, as distinguished from the mere rendering of routine assistance. To obtain one

of these degrees application should be made to the Dean of the College not later than April 1st preceding the Commencement at which the degree may be awarded.

The Bachelor degree (B.S.C.E., B.S.E.E., B.S.M.E., or B.S.Ch.E.) indicates merely the completion of a course of study in the theory of engineering; while the engineer degree (C.E., E.E., M.E., or Ch.E.) indicates demonstrated proficiency in the practice of some branch of engineering. Every student of engineering should look forward to obtaining one of these degrees eventually.

ENGINEERING CURRICULUM

(The Freshman Year is the same for all Engineering Students)

Names of Courses	Hours per Week							
	1st Semester				*2nd Semester*			
Freshman Year	*	**	†	T	*	**	†	T
Descriptive Geometry	2	3	0	5	2	3	2	7
English I	3	6	0	9	3	6	0	9
Hygiene	....	....	....	....	1	½	0	1½
Mathematics I*e*	3	6	0	9	3	6	0	9
Mechanical Drawing	0	0	5	5	0	0	3	3
Military Science I	2	2	4	8	2	2	4	8
Orientation	1	0	0	1	....	....	....	....
Physics I	3	4	0	7	3	4	0	7
Physics II	0	0	4	4	0	0	4	4
Surveying I*n* (a)	....	....	....	....	1	2	3	6
Woodworking (a)	0	0	6	6	....	....	....	....
	14	21	19	54	15	23½	16	54½

(a) Freshmen are required to take one semester each of Surveying and of Woodworking, but these two courses may be given in reverse order to that shown here, at the convenience of the departments concerned.

*Hours of recitation or lecture. **Estimated hours necessary for preparation. †Hours of laboratory, shop, field, or drafting-room work. T—Total hours.

CIVIL ENGINEERING CURRICULUM

Names of Courses	Hours per Week							
	1st Semester				*2nd Semester*			
Sophomore Year	*	**	†	T	*	**	†	T
Chemistry I	3	6	4	13	3	6	4	13
Mathematics III	3	6	0	9	3	6	0	9
Military Science II	2	2	4	8	2	2	4	8
Physics III	2	4	2	8	2	4	2	8
Surveying II	2	3	6	11	2	4	3	9
	12	21	16	49	12	22	13	47
Junior Year	*	**	†	T	*	**	†	T
Applied Mechanics	3	6	2	11	3	6	0	9
Economics VI*a*	3	6	0	9	....	....	....	....
Electrical Engineering I*a*	2	4	2	8	....	....	....	....
Graphic Statics		....	....	....	1	1½	3	5½
Highways	2	3	0	5	1	2	2	5
Mathematics IV	2	4	0	6	2	4	0	6
Mechanics of Materials		....	....	....	3	6	2	11
Metal Working		....	....	....	0	0	6	6
Railroads	2	4	2	8	0	0	3	3
	14	27	6	47	10	19½	16	45½
Senior Year	*	**	†	T	*	**	†	T
Concrete Design		....	....	....	1	1	2	4
Contracts and Specifications	2	2	0	4	....	....	....	....
English XII	0	3	0	3	0	3	0	3
Geology	3	6	0	9	....	....	....	....
Human Engineering		....	....	....	2	4	0	6
Hydraulics	2	4	2	8	....	....	....	....
Hydraulic Engineering		....	....	....	2	4	0	6
Materials of Construction	2	2	0	4	....	....	....	....
Municipal Sanitation	2	3	3	8	....	....	....	....
Structural Engineering	3	3	3	9	3	6	6	15
Water Supply		....	....	....	3	5	2	10
	14	23	8	45	11	23	10	44

*Hours of recitation or lecture. **Estimated hours necessary for preparation. †Hours of laboratory, shop, field, or drafting-room work. T—Total hours.

ELECTRICAL ENGINEERING CURRICULUM

Names of Courses	Hours per Week							
	1st Semester				*2nd Semester*			
Sophomore Year	*	**	†	T	*	**	†	T
Chemistry I	3	6	4	13	3	6	4	13
Forge and Foundry	0	0	3	3	0	0	3	3
Machine Drawing	0	0	3	3	0	0	3	3
Mathematics III	3	6	0	9	3	6	0	9
Mechanism	2	3	0	5	2	3	0	5
Military Science II	2	2	4	8	2	2	4	8
Physics III	2	4	2	8	2	4	2	8
	12	21	16	49	12	21	16	49

Junior Year

	*	**	†	T	*	**	†	T
Applied Mechanics	3	6	2	11	3	6	0	9
Economics VI*a*	3	6	0	9	....	....	....	....
Electrical Engrg. I*a* and I*b*	2	4	2	8	3	6	4	13
Electrical Engineering III*a*	1	2	2	5	....	....	....	....
Mathematics IV	2	4	0	6	2	4	0	6
Mechanics of Materials	....	....	....	....	3	6	2	11
Metals and Alloys	2	4	0	6	....	....	....	....
Thermodynamics n	....	....	....	....	3	6	0	9
	13	26	6	45	14	28	6	48

Senior Year

	*	**	†	T	*	**	†	T
Contracts and Specifications	2	2	0	4	....	....	....	....
Electrical Engineering II	3	6	0	9	3	6	0	9
Electrical Engineering III*b*	....	....	....	....	1	2	2	5
Electrical Engineering IV	0	0	3	3	0	0	3	3
English XII	0	3	0	3	0	3	0	3
Human Engineering	....	....	....	....	2	4	0	6
Hydraulics	2	4	2	8	....	....	....	....
Machine Design I	2	4	3	9	2	4	0	6
Machine Shop	....	....	....	....	0	0	6	6
Mechanical Laboratory	....	....	....	....	0	0	4	4
Power Engineering I	3	6	0	9	....	....	....	....
	12	25	8	45	8	19	15	42

*Hours of recitation or lecture. **Estimated hours necessary for preparation. †Hours of laboratory, shop, field, or drafting-room work. T—Total hours.

MECHANICAL ENGINEERING CURRICULUM

Names of Courses	Hours per Week							
	1st Semester				*2nd Semester*			
Sophomore Year	*	**	†	T	*	**	†	T
Chemistry I	3	6	4	13	3	6	4	13
Forge and Foundry	0	0	3	3	0	0	3	3
Machine Drawing	0	0	3	3	0	0	3	3
Mathematics III	3	6	0	9	3	6	0	9
Mechanism	2	3	0	5	2	3	0	5
Military Science II	2	2	4	8	2	2	4	8
Physics III	2	4	2	8	2	4	2	8
	12	21	16	49	12	21	16	49
Junior Year	*	**	†	T	*	**	†	T
Applied Mechanics	3	6	2	11	3	6	0	9
Economics VI*a* and VI*b*	3	6	0	9	3	6	0	9
Electrical Engineering I*a*	2	4	2	8	....	....	....	....
Machine Elements	0	0	4	4	....	....	....	....
Machine Shop	0	0	4	4	....	....	....	....
Mathematics IV	2	4	0	6	2	4	0	6
Mechanics of Materials	....	....	....	....	3	6	2	11
Metals and Alloys	2	4	0	6	....	....	....	....
Pattern Making	....	....	....	....	0	0	4	4
Thermodynamics	....	....	....	....	3	6	0	9
	12	24	12	48	14	28	6	48
Senior Year	*	**	†	T	*	**	†	T
Contracts and Specifications	2	2	0	4	....	....	....	....
Elective	3	6	0	9	3	6	0	9
Electrical Engineering V*b*	0	0	6	6	....	....	....	....
Hydraulics & Hydraulic Engrg.	2	4	2	8	2	4	0	6
Machine Design II	2	4	3	9	2	4	6	12
Mechanical Laboratory	....	....	....	....	0	0	4	4
Power Engineering I and II	3	6	0	9	3	6	0	9
	12	22	11	45	10	20	10	40

*Hours of recitation or lecture. **Estimated hours necessary for preparation. †Hours of laboratory, shop, field, or drafting room work. T—Total hours.

CHEMICAL ENGINEERING CURRICULUM

Names of Courses	Hours per Week							
	1st Semester				*2nd Semester*			
Sophomore Year	*	**	†	T	*	**	†	T
Chemistry I	3	6	4	13	3	6	4	13
Chemistry III*e*	....	....	....	....	1	0	4	5
Forge and Foundry	0	0	3	3	0	0	3	3
Machine Drawing	0	0	3	3	0	0	3	3
Mathematics III	3	6	0	9	3	6	0	9
Military Science II	2	2	4	8	2	2	4	8
Physics III	2	4	2	8	2	4	2	8
	10	18	16	44	11	18	20	49
Junior Year	*	**	†	T	*	**	†	T
Applied Mechanics	3	6	2	11	3	6	0	9
Chemistry III*e*	1	0	4	5	....	....	....	....
Chemistry V	3	6	4	13	3	6	4	13
Chemistry VII	0	0	6	6	0	0	6	6
Mathematics IV	2	4	0	6	2	4	0	6
Mechanics and Materials	....	....	....	....	3	6	2	11
Metals and Alloys	2	4	0	6	....	....	....	....
	11	20	16	47	11	22	12	45
Senior Year	*	**	†	T	*	**	†	T
Chemistry VI	3	6	0	9	3	6	0	9
Chemistry X	....	....	....	....	0	0	10	10
Chemistry XI	2	4	2	8	2	4	2	8
Contracts and Specifications	2	2	0	4	....	....	....	....
Economics VI*a*	3	6	0	9	....	....	....	....
Elective	....	....	....	....	3	6	0	9
English XII	0	3	0	3	0	3	0	3
Hydraulics	2	4	2	8	....	....	....	....
Human Engineering	....	....	....	....	2	4	0	6
	12	25	4	41	10	23	12	45

*Hours of recitation or lecture. **Estimated hours necessary for preparation. †Hours of laboratory, shop, field, or drafting-room work. T—Total hours.

DEPARTMENTS OF INSTRUCTION

CHEMICAL ENGINEERING

Professor Leigh
Professor Beisler
Assistant Professor Jackson
Professor Black*
Assistant Professor Heath
Assistant Professor ———

The courses in Chemical Engineering are designed to familiarize the student with the efficient construction and economic operation of chemical plants. The problems involved in the commercial manufacture of organic and inorganic chemicals, and the methods employed to solve these problems, are considered in detail. Students who complete these courses will be prepared to plan or direct the manufacture of the more important chemical products.

CHEMISTRY I.—*General Chemistry.*—See Chemistry. *(Required of all engineering students; sophomore year, first and second semesters. Professor Heath.)*

CHEMISTRY III*e*.—*Qualitative Analysis.*—The theory and practice of the qualitative separation of the metals and acid radicals. The course is given twice a year, and students may begin it the first or second semester. *(Prerequisite: Chemistry I. Laboratory fee $5.00 per semester. Required of chemical engineers; sophomore year, second semester; junior year, first semester. One class and 4 laboratory hours per week. Credit, 2 1-2 year-hours. Professor Jackson.)*

CHEMISTRY V.—*Organic Chemistry.*—See Chemistry. *(Required of chemical engineers; junior year, first and second semesters. Professor Leigh.)*

CHEMISTRY VI.—*Industrial Chemistry.*—Consideration of chemical principles involved in manufacturing and refining of inorganic and organic products of commercial importance. Visits are made to such factories and chemical plants as may be accessible. *(Prerequisites: Chemistry I and V. Required of chemical engineers; senior year, first and second semesters; elective to non-engineering students; three class hours per week. Credit 3 year-hours. Professor Beisler.)*

CHEMISTRY VII*ab*.—*Quantitative Analysis.*—See Chemistry. *(Required of chemical engineers; junior year, first and second semesters. Professor Black.)*

*Leave of absence 1924-1925.

CHEMISTRY X*b*.—*Engineering Chemistry*.—Analysis of organic and inorganic materials used in engineering. *(Prerequisites: Chemistry VIIab. Laboratory fee $5.00. Required of chemical engineers; senior year, second semester; elective for non-engineering students; one class and 9 laboratory hours per week. Credit 2 1-2 year-hours. Professor Beisler.)*

CHEMISTRY XI.—*Physical Chemistry*.—See Chemistry. *(Required of chemical engineers; senior year, first and second semesters. Professor Jackson.)*

CHEMISTRY XIV*a*.—*Gas Analysis*.—The analysis of fuel and illuminating gases and products of combustion. Some attention is given to the theory and use of automatic continuous gas recorders. *(Prerequisite: Chemistry VIIab. Laboratory fee $5.00. Elective for chemical engineers and non-engineering students; first semester; one class and 4 laboratory hours per week. Credit 1 1-2 year-hours. Professor——)*

CIVIL ENGINEERING

Professor Reed
Mr. Barnes
Assistant Professor Bresth*
Mr. Gilman†

The courses in this department are designed to give the student a comprehensive grasp of the principles underlying the practice of Civil Engineering, so that on graduation he will be fitted to enter at once upon field or office work in his profession.

The work of instruction is carried on by means of assigned recitations from standard text books, combined with laboratory, field, and drawing-room exercises for the purpose of emphasizing the practical side of the subject. For equipment see pages 34-35.

A cement and concrete laboratory has been installed for the testing of cement and concrete. This laboratory is of late design and is a substantial addition to the other laboratory facilities of the department.

There will be found in the general library a considerable literature on all engineering subjects, as well as the current literature from which the student may keep abreast of up-to-date practice.

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*Until October 20.
†After October 20.

SURVEYING I.—Recitation on the use of chain, compass, transit, and level; determination of areas, and instrumental adjustments. Field work in chaining, leveling, compass and transit surveys. Drawing room work in calculations from field notes, and map-drawing. Textbook: Breed and Hosmer, Vol. I. *(Prerequisite: Trigonometry. Laboratory fee $3.00. Required of all engineering students for one semester in the freshman year. Elective for non-engineering students. Recitation, one hour per week; field and drawing-room work 3 hours per week. Credit, 1 year-hour. Mr. Gilman.)*

SURVEYING II.—Recitations on balancing of surveys and calculating of areas; methods of making topographical surveys, including the use of the stadia and plane table; methods of solving other problems in land, topographical, city surveying and problems involving the principles of precise leveling, base-line measurement, triangulation and determination of meridian, latitude and time. Field work: the making of a complete topographical survey; tests and adjustments of instruments; precise leveling; base-line work; meridian and latitude observations. Drawing-room work on balancing surveys, calculating areas and reducing field notes; plotting maps and profiles; contour problems; triangulation computations. Textbooks: Breed and Hosmer, Vols. I and II. *(Prerequisites: Surveying I; laboratory fee $3.00 per semester. Required of all civil engineering sophomores; recitations, 2 hours per week thruout the year; field and drawing-room work, first semester 6 hours per week; second semester 3 hours per week. Credit, 3 1-2 year-hours. Mr. Gilman.)*

RAILROADS.—Recitations on simple, compound, reversed, vertical, and transition curves, turnouts and earthwork. Field problems in curve layouts. Drawing-room work in the paper layout of a railroad line. Field and drawing-room work in the preliminary and final location of a railroad; plotting of lines and profiles; earthwork computations. Theory of mass diagram. Textbook: Allen's, Curves and Earthwork. *(Prerequisite: Surveying I. Laboratory fee $1.50 per semester. Required of civil engineering juniors. First semester; recitations 2 hours per week; field and drawing-room work 3 hours per week. Second semester; field and drawing-room work 3 hours per week. Credit, 3 year-hours. Professor Reed.)*

HIGHWAY THEORY AND DESIGN.—Lectures and recitations on the economics of location, highway systems, design, drainage, foundations, classes of roads and pavements, their materials and methods of construction, highway structures. Legislation and finance. Field inspections of local roads. Drafting room design involving the relocation of an existing road with improved alignment, grades and new pavement suitable for assumed traffic, the computation of quantities, estimate of costs and specification. Textbook: Construction of Roads and Pavements, by Agg. *(Prerequisites: Surveying I, Railroads a. Required of civil engineering juniors. First semester; recitations two hours per week. Second semester; recitation one hour per week; field and drawing work two hours per week. Credit, 2 year-hours. Mr. Barnes.)*

GRAPHIC STATICS.—Recitations and drawing-room exercises in the computation of forces; the plotting of diagrams in elementary graphics and roof-truss, bridge and masonry problems. Textbook: Howe's Simple Roof Trusses in Wood and Steel. *(Prerequisite: One semester's work in Applied Mechanics. Required of civil engineering juniors. Second semester; recitations 1 hour per week; drawing-room work, 3 hours per week. Credit, 1 year-hour. Professor Reed.)*

MATERIALS OF CONSTRUCTION.—Recitations on the structure, manufacture and general properties of materials, used for construction purposes; such as wood, stone, brick, cement, iron and alloys. Textbook: Moore's Materials of Engineering. *(Prerequisite: Mechanics of Materials. Required of civil engineering seniors. First semester, recitations 2 hours per week. Credit, 1 year-hour. Professor Reed.)*

STRUCTURAL ENGINEERING. — Recitations and drawing-room work in the graphic analysis of girders and bridge trusses. Theory and design of wooden and steel roof trusses; highway and railroad bridges; foundations. Theory and computations of stresses in various types of bridges and buildings. Drawing-room design. Textbook: Kirkham's Structural Engineering. *(Prerequisite: Mechanics of Materials. Required of civil engineering seniors; first semester, recitations, 3 hours per week; drawing room work, 3 hours per week. Second semester; recitations, 3 hours per week; drawing-room work, 6 hours per week. Credit, 4 1-2 year-hours. Professor Reed.)*

CONTRACTS AND SPECIFICATIONS.—The contract in its relation to the engineer. Specifications. Textbook: Business Law for Engineers, by C. Frank Allen. *(Required of all engineering students; senior year; first semester. Elective for non-engineering students. Two recitation hour periods per week. Credit, 1 year-hour. Mr. Barnes.)*

CONCRETE DESIGN.—Recitations and drawing-room work on the theory and design of reinforced concrete structures. Textbook: Design of Concrete Structures by Urquhart and O'Rourke. *(Prerequisite: Applied Mechanics and Mechanics of Materials. Required of civil engineering seniors; second semester. Recitations, 1 hour per week; drawing-room, 2 hours per week. Credit, 1 year-hour. Mr. Barnes.)*

HYDRAULICS.—Recitations and laboratory work on the elements of hydraulics; the principles of hydrostatic and hydrodynamic pressure; the measurement of water by orifices, short tubes, nozzles, weirs, and other measuring instruments; flow thru pipes and open channels; losses from friction and other sources; and other related topics. Textbook: Hydraulics, by Russell. *(Prerequisite: Mathematics III and Applied Mechanics. Laboratory fee, $3.00. Required of all engineering seniors; first semester; recitations, 2 hours per week; laboratory exercises, 2 hours per week. Credit, 1 1-2 year-hours. Mr. Barnes.)*

HYDRAULIC ENGINEERING.—Recitations on steam gaging and hydrographic surveying; water power, hydraulic turbines and impulse wheels; pumps and hydraulic machinery. Textbooks: Hydraulics, by Dougherty; Notes on Hydraulic Engineering. *(Prerequisite: Hydraulics. Required of civil and mechanical engineering seniors; second semester; recitations, 2 hours per week. Credit, 1 year-hour. Mr. Gilman.)*

MUNICIPAL SANITATION.—Recitations on the design and construction of sewerage systems and sewage disposal plants. Drawing-room work in the design of domestic and storm sewers, and of a complete sewage disposal plant, together with estimates of cost. Textbooks: Swan and Horton's Hydraulic Diagrams; Metcalf & Eddy's Sewerage and Sewage Disposal. *(Prerequisites: Mathematics III and Applied Mechanics. Required of civil engineering seniors; first semes-*

ter. Recitations, 2 hours per week; drawing-room work, 3 hours per week. Credit, 1 1-2 year-hours. Mr. Barnes.)

WATER SUPPLY.—Recitations on sources of supply, purification, filters, pumps, systems of supply, and fire supply. A short time is devoted to drainage and irrigation engineering. Drawing-room work in the design of a complete water supply system, a large gravity dam and a large masonry conduit. Textbooks: Turneaure and Russell's Public Water Supplies; Williams and Hazen's Hydraulic Tables; Elliott's Engineering for Land Drainage. *(Prerequisite: Municipal Sanitation and Hydraulics. Required of civil engineering seniors; second semester; recitations, 3 hours per week; drawing-room, 2 hours per week. Credit, 2 year-hours. Mr. Barnes.)*

DRAWING AND MECHANIC ARTS

Acting Professor Strong Colonel Walker
Mr. Eshleman

The drawing courses are intended to develop accuracy, speed, neatness and good form in drafting, sketching, tracing, lettering, etc. Drafting-room practice and conventions are followed in sketching and detailing parts of machines and structures.

In the shops, by the use of standard tools and machines, the students learn something of the operations involved in building machinery and other articles of wood and metal.

DRAWING

MECHANICAL DRAWING.—The use of ordinary drawing instruments in the solution of geometrical problems, lettering, in making perspective and isometric drawings, and in making working drawings of machine parts from printed sketches. A text book is used. *(Required of all engineering freshmen, both semesters; elective for non-engineering students. One 2 hour period and one three hour period, first semester; and one three hour period, second semester, drafting room work per week. Credit, 2 year-hours. Colonel Walker.)*

MACHINE DRAWING.—*Interpreting and Reading Drawings.* —The student is required to make true working drawings, showing all the necessary dimensions and the delineation of the parts to a proper scale. He is given a set of detailed drawings from which to make an assembly drawing or vice

versa. A number of tracings and blueprints are also required. *(Prerequisite: Mechanical drawing. Required of chemical, electrical and mechanical engineering sophomores, both semesters; elective for non-engineering students. One 3 hour period of drafting room work per week. Credit, 1 1-2 year-hours. Professor Strong.)*

MECHANIC ARTS

WOOD WORKING.—Exercises in joinery and machine work. *(Shop fee, $3.00. Required of all engineering freshmen, one semester; two 3-hour periods of shop work per week. Mr. Eshleman.)*

FORGE SHOP *a*.—Practice in hand and machine forging, welding and tempering. *(Shop fee, $3.00. Required of chemical, electrical and mechanical engineering sophomores; first semester; one 3-hour period of shop work per week. Professor Strong.)*

*FOUNDRY *b*.—Instruction in foundry practice by means of textbook, lectures, and demonstrations. *(Required of Electrical and mechanical engineering students; one semester; sophomore year; one recitation per week. Professor Strong.)*

MACHINE SHOP.—Bench and machine work furnishing all-around experience. *(Prerequisites: Woodworking and Forge Shop. Shop fee, $5.00 per semester. Required of electrical engineering seniors and mechanical engineering juniors; one semester; two 3 hour periods for electrical and two 2 hour periods for mechanical engineers per week. Professor Strong.)*

PATTERNMAKING.—Construction of wooden patterns and core boxes for machine castings and other metal articles. *(Prerequisites: Woodworking and Foundry. Required of mechanical engineering juniors, second semester; two 2 hour shop periods per week. Professor Strong.)*

AGRICULTURAL ENGINEERING VI*a* & VII*b*.—See Agricultural Engineering.

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*Pending installation of improved equipment 1½ hours class recitation and 1½ hours preparation will be substituted, temporarily, for 3 actual hours shop work.

ELECTRICAL ENGINEERING*

Professor Benton
Assistant Professor Weil
Assistant Professor Perry
Mr. Higgins
Mr. Little

Instruction in this department is planned to lay equal stress on classroom work, of theoretical nature, and on laboratory work, of practical nature. For the latter, the dynamo laboratory is provided, which is described on page 34.

ELECTRICAL ENGINEERING I*a*.—A short elementary course in general electrical engineering. *(Prerequisites: Mathematics III and Physics III. Laboratory fee $3.00. Required of all engineering juniors except those in chemical engineering; first semester; 2 recitations or lectures and 1 two-hour laboratory exercise per week. Professor Benton and Professor Weil.)*

ELECTRICAL ENGINEERING I*b*.—Direct-current theory and applications. Text-books used in 1924-1925: Pender's Direct-Current Machinery, and Karapetoff's Experimental Electrical Engineering. *(Prerequisite: Electrical Engineering Ia. Laboratory fee $3.00. Required of electrical engineering juniors; second semester; 3 recitations and 2 two-hour laboratory periods per week. Professor Weil.)*

ELECTRICAL ENGINEERING II*a*.—Alternating-current theory and applications. Text-books used in 1924-1925: Timbie and Higbie's Alternating-Current Electricity, Second Course; and Magnusson's Alternating Currents. *(Prerequisite: Electrical Engineering Ia. Required of electrical engineering seniors; first semester; 3 recitations per week. Professor Weil.)*

ELECTRICAL ENGINEERING II*b*. — The class each year chooses one or more of the following subjects:

Electrical Power Measurements.—Based on Laws's Electrical Measurements.

Electrical Power Transmission.—Based on Magnusson's Alternating Currents.

Electric Railways.

Elementary Electrical Design.—Based on Gray's Electrical Machine Design in 1920 and 1922.

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*The courses in Electrical Engineering are given as part of the work of the Department of Physics and Electrical Engineering, the instructors in this department dividing their time between physics and electrical engineering. The courses in physics are described under the College of Arts and Sciences, pages 84-86.

Illumination.—Text-book used in 1921: Ferguson's Electric Lighting.

Radio Communication.—See Electrical Engineering VI, described below.

(Prerequisites: Electrical Engineering Ib and IIa. Required of electrical engineering seniors, second semester; 3 recitations per week. Professor Weil.)*

ELECTRICAL ENGINEERING III*a*.—*Telegraph Engineering.*—Text-book used in 1924-1925: Hausmann's Telegraph Engineering. *(Prerequisites: Mathematics III and Physics III. Laboratory fee, $2.00. Required of electrical engineering juniors, first semester; 1 recitation and 1 two-hour laboratory period per week. Mr. Higgins.)*

ELECTRICAL ENGINEERING III*b*.—*Telephone Engineering.*—Text-book used in 1924-1925: McMeen and Miller's Telephony. *(Prerequisites: Electrical Engineering Ia and IIIa. Laboratory fee, $2.00. Required of electrical engineering seniors, second semester; 1 recitation and 1 two-hour laboratory period per week. Professor Benton.)*

ELECTRICAL ENGINEERING IV.—Dynamo laboratory work to accompany Electrical Engineering II. Text-book used in 1924-1925: Karapetoff's Experimental Electrical Engineering. *(Prerequisite: Electrical Engineering Ia. Laboratory fee, $1.50 per semester. Required of electrical engineering seniors, both semesters. 1 three-hour laboratory period per week. Professor Weil.)*

ELECTRICAL ENGINEERING Va.—Dynamo laboratory work and electrical engineering problems. Text-book used in 1924-1925: Karapetoff's Experimental Electrical Engineering. *(Prerequisite: Electrical Engineering Ia. Laboratory fee, $3.00. Required of mechanical engineering students, first semester; 2 three-hour laboratory periods per week. Professor Weil.)*

ELECTRICAL ENGINEERING VI*b*. — *Radio Communication.*—Lectures, recitations, and laboratory work on circuits and elementary radio measurements. Text-book used in 1924-1925: Lauer and Broun's Radio Engineering Principles. *(Prerequisite: 1 year of college physics. Laboratory fee, $5.00. Elective for engineering students, second semester;*

*Except for Radio Communication.

open to non-engineering students; 2 recitations or lectures and 2 two-hour laboratory periods per week. Credit, 2 year-hours. Mr. Higgins.)

MECHANICAL ENGINEERING

Professor Price Assistant Professor Gaines

The instruction in this department follows theoretical and practical lines. System, accuracy and neatness are insisted upon. While acquainting students with practical methods, the aim is to produce engineers of independent thought and original power.

DESCRIPTIVE GEOMETRY.—*Projections.*—Methods of representing points, lines, surfaces and solids in space by their projections; their intersections with each other; the careful solution of many original problems on the drawing-board. *(Required of all engineering freshmen; 2 recitations per week thruout the year, and two hours of drawing per week the second semester. Colonel Walker.)*

MECHANISM.—*The Kinematics of Machinery.*—Investigation of link work, construction of gears and cams, belt and pulley drive, trains of mechanism, the velocity ratio, and directional relation of the moving parts of various machines, etc. The text is supplemented by drawing exercises in the construction of gear teeth, cams, and motion diagrams. *(Required of electrical and mechanical engineering sophomores; 2 recitations per week thruout the year. Professor Gaines.)*

MACHINE ELEMENTS.—Sizes and proportions of standard machine details, screw-threads, bolts and nuts, pipes and fittings, shafting and shaft mountings, bearings, etc., as approved by practice; design of simple machines, working drawings. *(Required of mechanical engineering juniors; first semseter; 4 hours of drawing each week. Professor Gaines.)*

MACHINE DESIGN I. — The design and proportioning of machine parts—bolts, riveted joints, keys and gibs, toothed gearing, belt transmission, shafts, journals, bearings; the design of machines or parts of machines to perform certain functions. *(Prerequisites: Applied Mechanics and Mechanics of Materials. Required of mechanical engineering seniors; two recitations per week thruout the year; also 3 hours per*

week of drafting the first semester and 6 hours per week the second semester. Professor Price.)

MACHINE DESIGN II.—The same as Machine Design I but with drafting (3 hours per week) the first semester only. *(Required of electrical engineering seniors. Professor Price.)*

APPLIED MECHANICS.—The laws of motion, friction, equilibrium of fluid pressure, inertia, centrifugal force, kinetic and potential energy, etc. Problems illustrating the practical application of these laws. *(Prerequisite: Mathematics III. Required of all engineering juniors; 3 hours per week thruout the year; also a two-hour computing period each week the first semester. Professor Gaines.)*

MECHANICS OF MATERIALS.—Investigation of the strength of materials used in the construction of machinery and engineering structures; analysis of stresses in beams, struts, shafts and columns; study of the mechanical properties of iron, steel, timber, cement, etc. The text is supplemented by laboratory tests on specimens of the various materials. *(Prerequisite: The first semester of Applied Mechanics. Laboratory fee, $1.00. Required of all engineering juniors; second semester; 3 recitations and 2 hours of laboratory work per week. Professor Gaines.)*

METALS AND ALLOYS.—Metallurgy of alloy steels and nonferrous alloys. Study of heat treatment and other modifying processes used in the production of metals for machines and structures. *(Prerequisites: Physics I and Chemistry I. Required of electrical, mechanical and chemical engineering juniors; first semester; two hours. Professor Gaines.)*

THERMODYNAMICS. — The laws of thermodynamics and their application to the steam engine and the steam turbine. Study of the indicator card and the losses in the conversion of one form of energy into another. *(Prerequisites: Mathematics III, Physics III and Chemistry I. Required of mechanical and electrical engineering juniors; second semester; 3 hours. Professor Price.)*

POWER ENGINEERING I.—The steam boiler, fuels and combustion, condensing apparatus, and boiler plant auxiliaries. Study of power and heating plants, compressed air, and refrigeration. *(Prerequisite: Thermodynamics. Required of*

mechanical and electrical engineering seniors; first semester; 3 hours. Professor Price.)

POWER ENGINEERING II.—Gas and liquid-fuel internal combustion engines; hot-air engines; gas producers. *(Prerequisite: Thermodynamics. Required of mechanical engineering seniors; second semester; 3 hours. Professor Price.)*

MECHANICAL LABORATORY.—Valve setting; tests of steam gauges, thermometers, engines, and boilers; use of the steam engine indicator, absorption and transmission dynamometers. *(Laboratary fee, $5.00. Required of mechanical and electrical engineering students; second semester; senior year; 4 hours per week. Professor Gaines.)*

HUMAN ENGINEERING.—This course combines a study of some of the problems of production engineering with a study of certain questions of personnel management. *(Prerequisite: Economics VIa. Required of civil, electrical and chemical engineering seniors; second semester; 2 hours; elective for non-engineering students. Credit, 1 year-hour. Professor Price.)*

OTHER DEPARTMENTS

Descriptions of other subjects taken by students in the College of Engineering may be found by reference to the index.

COLLEGE OF LAW

HARRY R. TRUSLER, *Dean*

FACULTY.—H. R. Trusler, R. S. Cockrell, C. W. Crandall, D. Slagle, H. L. Thompson.

GENERAL STATEMENT

AIM AND SCOPE.—In 1891, the American Bar Association declared that in its opinion it was a part of the highest duty and interest of every civilized state to make provision for maintaining schools of law for the thoro legal education of all who are licensed to practice law. Recognizing the soundness of this statement and desiring to discharge this duty, the State Board of Education and the Board of Control provided for the opening of the College of Law in the University in September, 1909. The advantages to accrue to the State from having, as a part of its educational system, a thoro and systematic course of instruction in the common law, with special consideration of the peculiarities and exceptions applicable in Florida, are many and evident.

It was the purpose of the Board of Control to establish a law school which, by the quality of its work and character of its equipment, would merit and command the confidence and support of the bench and bar. That the hope of accomplishing these results was well founded is shown by the number and character of those who have availed themselves of the advantages offered.

REQUIREMENTS FOR ADMISSION.—Those entering as candidates for degrees must present, in addition to the requirement of sixteen entrance units (see pages 45 to 49), two years of college work. Students will be conditionally admitted with a deficiency of not over three semester hours of college work.

No specific course of studies is prescribed for the college work required for admission; but, in general, students are advised to pursue the course offered by the College of Arts and Sciences. Thereby it will be easier for them to complete the combined academic and law course should they so desire.

SPECIAL STUDENTS.—The number of special students admitted each year is restricted (in compliance with Article 6 of the Association of American Law Schools, as amended, 1922) to not more than ten per cent of the average of entering students for the two years previous. Those wishing to enter as special students should apply to the Dean, stating age, preparation and experience.

ADVANCED STANDING.—No work in law done in other institutions will be accepted towards a degree, unless the applicant passes satisfactorily the examinations held in the subjects in question in this College, or unless, by special vote of the Faculty, credit is given without examination. Credit for work not meeting the requirements of the Association of American Law Schools, of which this College is a member, will not be accepted. In no case will credit be given for work not done in residence at an approved law school.

EXAMINATIONS.—The last week of each semester is devoted to examinations covering the work of the semester. These examinations are in writing and are rigid and searching, but are not necessarily final.

All students, unless excused by the Dean, must present themselves for the regular examination in all the subjects for which they are registered. A student who has made a semester grade of 60 or more in any subject is entitled to a re-examination in that subject; but one re-examination only in any subject is permitted.

UNIVERSITY PRACTICE COURTS.—Thoroly organized practice courts are regular features of the third year of the curriculum. The object is to give the student practical instruction in pleading and practice at law and in equity, and experience in the preparation and trial of cases. The work is arranged as follows:

First.—Cases arising upon prepared statements of fact are assigned, upon which the students are to determine what proceedings to bring and how to bring them, issue, serve, and return process, prepare the pleadings, and to bring the case to an issue on a question of law. The case is heard on the sufficiency of the form and the structure of the pleadings; when these are approved the issue of law is argued and decided, the students acting as attorneys drawing the order, judgment, or decree to which they deem themselves entitled.

Second.—In the second class of cases, actual controversies are arranged and assigned for trial in the Circuit Court as issues of fact. After determining what action to bring, the students assigned to the case are required to issue the proper process and prepare and file the necessary pleadings, subpoena the witnesses, select the jury, examine and cross-examine the witnesses, and argue the case to the jury. Each student is required to participate in the trial of at least one common-law, one equity, and one criminal case and is instructed in appellate procedure.

The Practice Court is conducted by Professors Cockrell and Crandall.

LIBRARY.—The Law Library contains:

Three sets of Florida Reports with Wurts' Digest (both editions); Shepard's Florida Citations; The Session Laws of Florida from 1822 to 1921, except from 1828 to 1834; McClellan's Digest and Duval's Compilation of the Laws of Florida; Revised Statutes of 1898; three sets of the General Statutes of 1906; two sets of Florida Compiled Laws of 1914; eight sets of the Revised General Statutes of Florida, 1920; Reports of the Florida Railroad Commission, the Attorney General of Florida, the Interstate Commerce Commission, and the Land Decisions of the Department of the Interior, Federal Statutes Annotated; Thorpe's American Charters, Constitutions and Organic Laws; Hinds' Precedents of the House of Representatives; the Northwestern, Southwestern, Northeastern, Southeastern, Atlantic, Pacific, and Southern Reporters; the American Decisions, American Reports, and American State Reports, with digests; the American Annotated Cases, with digests; the American and English Annotated Cases, with digests; the Lawyers' Reports Annotated, old and new series, with digests; American Annotated Cases; American Law Reports; the United States Supreme Court Reports, with digests; Rose's Notes; Federal Cases; Federal Reporter; Shepard's Federal Citations; Stimson's American Statute Laws; the State Reports to the reporters of Alabama, Arkansas, Connecticut, Delaware, Georgia, Illinois, Indiana, Iowa, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Nebraska, New Hampshire, New Jersey, North Carolina, Ohio, Pennsylvania, Rhode Island, South Carolina, Tennessee, Texas, Vermont, Virginia, West Virginia and Wisconsin; the Porto Rico Federal Reports; the Hawaii Reports; the New York Court of Appeals Reports; the New York Common Law and Chancery Reports, with digests; the New York Supplement; the New York Supreme Court, Practice and Code, Surrogate, Superior Court, Common Pleas, and Criminal Reports; the Pacific States Reports, with digests, which include the California Reports, the Colorado Supreme Reports, the Colorado Appeals, the Idaho Reports, the Kansas Reports, the Montana Reports, the Nevada Reports, the New Mexico Reports, the Oregon Reports, the Utah Reports, the Washington Reports, and the Wyoming Reports to the Reporters; the Alaska Reports; the Reprint of the English Reports; the English Law Reports; Law Journal Reports; the British Ruling Cases; Mew's English Digest; English and Empire Digest; Halsbury's Laws of England; the Century, the Decennial, the Second Decennial, and the Key Number Digests; the Encyclopedia of Law and Procedure; Corpus Juris; the Encyclopedia of Forms; the Standard Encyclopedia of Procedure; two sets of Ruling Case Law; Words and Phrases; the Harvard

CURRICULUM

FIRST YEAR

FIRST SEMESTER

TORTS.—History and definitions; elements of torts; conflicting rights; mental anguish; parties to tort actions; remedies; damages; conflict of laws; methods of discharge; comprehensive study of particular torts: false imprisonment, malicious prosecution, abuse of process, conspiracy, slander and libel, trespass, conversion, deceit, nuisance, negligence, and others. Textbooks: Burdick on Torts and Burdick's Cases on Torts, 3rd edition. *(5 hours. Professor Trusler.)*

CONTRACTS I.—Formation of contract; offer and acceptance; form and consideration; reality of consent; legality of object; operation of contract; limits of the contract obligation; assignment of contract; joint obligations; interpretation of contract. Textbooks: Corbin's Anson on Contracts; Huffcut and Woodruff's Cases on Contract. *(4 hours. Professor Thompson.)*

CRIMINAL LAW.—Sources of criminal law; nature and elements of crime; criminal intent; insanity; intoxication; duress; mistake of fact or law; justification; parties in crime; offenses against the person, habitation, property, public health and morals, public justice and authority, government, and the law of nations. Textbook: Clark on Criminal Law, 3rd edition; selected cases. *(2 hours. Professor Cockrell.)*

CRIMINAL PROCEDURE.—Jurisdiction; arrest; preliminary examination and bail; grand jury, indictment and information and their sufficiency in form and substance; arraignment, pleas, and motions; *nolle prosequi* and motions to quash; jeopardy; presence of defendant at the trial; verdict; new trial; arrest of judgment; judgment, sentence, and execution. Textbook: Clark's Criminal Procedure, 2nd edition; selected cases. *(2 hours. Professor Cockrell.)*

PROPERTY I.—Personal property; possession and rights based thereon; acquisition of title; liens and pledges; conversion. Textbook: Warren's Cases on Property. *(2 hours. Professor Crandall.)*

SECOND SEMESTER

EQUITY JURISPRUDENCE.—History and definition; jurisdiction; maxims; accident, mistake, fraud; penalties and forfeitures; priorities and notice; bona fide purchasers; estoppel; election; satisfaction and performance; conversion; equitable estates, interest, primary rights; trusts; powers, duties, and liabilities of trustees; mortgages; equitable liens; assignments; specific performance; injunction; reformation; cancellation; cloud on titles; ancillary remedies. Textbook: Eaton on Equity, 2nd edition; selected cases. *(5 hours. Professor Trusler.)*

CONTRACTS II AND QUASI CONTRACTS.—Rules relating to evidence and construction; discharge of contract. Origin and nature of quasi contract; benefits conferred in misreliance on rights or duty, from mistake of law, and on invalid, unenforceable, illegal, or impossible contract; benefits conferred thru dutiful intervention in another's affairs; benefits conferred under constraint; action for restitution as alternative remedy for breach of contract and for tort. Textbooks: Corbin's Anson on Contracts; Woodruff's Cases on Quasi Contracts. *(3 hours. Professor Thompson.)*

MARRIAGE AND DIVORCE.—Marriage in general; nature of the relation; capacity of parties; annulment; divorce; suit, jurisdiction, grounds; defenses; alimony; effect on property rights; custody and support of children; agreements of separation. Textbook: Vernier's Cases on Marriage and Divorce. *(1 hour. Professor Cockrell.)*

COMMON LAW PLEADING.—History and development of the personal actions at common law; theory of pleading and its peculiar features as developed by the jury trial; demurrers, general and special; pleas in discharge, in excuse, and by way of traverse; replication *de injuria;* duplicity; departure; new assignment; motions based on pleadings; general rules of pleadings. Textbook: Andrews' Stephen's Common Law Pleading. *(3 hours. Professor Crandall.)*

SALES.—Sale and contract to sell; statute of frauds; illegality; conditions and warranties; delivery; acceptance and receipt; vendor's lien; stoppage *in transitu;* bills of lading; remedies of seller and buyer. Textbook: Waite's Law of Sales; selected cases. *(1 hour. Professor Thompson.)*

PROPERTY II.—Introduction to the law of conveyancing; rights incident to the ownership of land, and estates therein, including the land itself, air, water, fixtures, emblements, waste; profits; easements; licenses; covenants running with the land. Textbook: Warren's Cases on Property. *(2 hours. Professor Crandall.)*

SECOND YEAR

FIRST SEMESTER

UNITED STATES CONSTITUTIONAL LAW.—General principles; distribution of governmental powers; congress; the chief executive; the judiciary; police powers; eminent domain; checks and balances; guarantee of republican government; civil rights; political privileges; guarantee in criminal cases; impairment of contractual obligations. Textbook: Hall's Cases on Constitutional Law. *(4 hours. Professor Slagle.)*

AGENCY.—Nature of the relation; purposes and manner of creation; who may be principal or agent; ratification; delegation of authority; general and special agents; rights and duties of agents; termination, nature, extent, construction, and execution of authority of agents; rights, duties, and liabilities of agents; principal and third persons *inter se;* particular classes of agents. Textbooks: Mechem's Outlines of Agency and Mechem's Cases on Agency. *(2 hours. Professor Thompson.)*

EQUITY PLEADING.—Nature and object of pleadings in equity; parties to a suit in equity; proceedings in a suit in equity; bills in equity; disclaimer; demurrers and pleas; answer and replication; preparation of bills, demurrers, pleas, answers. Textbooks: Keigwin's Cases in Equity Pleading; Rules of the Circuit Court in Chancery in Florida; Rules of the Federal Court; Statutes of Florida. *(3 hours. Professor Cockrell.)*

BRIEF MAKING AND THE USE OF LAW BOOKS.—Where to find the law; how to use statutes and decisions; how to find the law; the trial brief; the brief on appeal and its preparation. Textbook: Cooley's Brief Making and the Use of Law Books. *(1 hour. Professor Crandall.)*

PROPERTY III.—Titles and conveyancing, including acquisition of titles by possession, modes of conveyance at common law, under the statute of uses, and by statutory grant; the

execution of deeds; estates created; covenants for titles; estoppel by deed; priorities among titles. Textbook: Warren's Cases on Conveyances. *(3 hours. Professor Crandall.)*

FLORIDA CONSTITUTIONAL LAW.*—Declaration of rights; departments of government; suffrage and eligibility; census and apportionment; counties and cities; taxation and finance; homestead and exemption; married women's property; education; public institutions; miscellaneous provisions. Textbooks: Constitution, statutes, and judicial decisions of Florida. *(2 hours. Professor Trusler.)*

CODE PLEADING.**—Changes introduced by the codes; forms of action; necessary allegations; the complaint; prayer for relief; answers, including general and special denials; new matter; equitable defenses; counter claims; pleading several defenses; replies and demurrers. Textbook: Sunderland's Cases on Code Pleading. *(2 hours. Professor Thompson.)*

SECOND SEMESTER

EVIDENCE.—Judicial notice; kinds of evidence; burden of proof; presumptions of law and fact; judge and jury; best evidence rule; hearsay rule and its exceptions; admissions; confessions; exclusions based on public policy and privilege; corroboration; parol evidence rule; witnesses; attendance in court; examination, cross examination, privilege; public documents; records and judicial writings; private writings. Textbook: Greenleaf on Evidence, 16th edition, vol. 1; selected cases. *(4 hours. Professor Cockrell.)*

PRIVATE CORPORATIONS.—Nature; creation and citizenship; defective organization; promotors; powers and liabilities; corporations and the State; dissolution; membership; management; creditors; foreign corporations; practice in forming corporations, preparing by-laws, electing officers, and in conducting corporate business. Textbooks: Clark on Private Corporations, and Wormser's Cases on Corporations. *(4 hours. Professor Slagle.)*

LEGAL ETHICS.—Admission of attorneys to practice; taxation; privileges and exemptions; authority; liability to clients and to third parties; compensation; liens; suspension and disbarment; duties to clients, courts, professional brethren, and to

*For students intending to practice in Florida.
**For students not intending to practice in Florida.

PROPERTY II.—Introduction to the law of conveyancing; rights incident to the ownership of land, and estates therein, including the land itself, air, water, fixtures, emblements, waste; profits; easements; licenses; covenants running with the land. Textbook: Warren's Cases on Property. *(2 hours. Professor Crandall.)*

SECOND YEAR

FIRST SEMESTER

UNITED STATES CONSTITUTIONAL LAW.—General principles; distribution of governmental powers; congress; the chief executive; the judiciary; police powers; eminent domain; checks and balances; guarantee of republican government; civil rights; political privileges; guarantee in criminal cases; impairment of contractual obligations. Textbook: Hall's Cases on Constitutional Law. *(4 hours. Professor Slagle.)*

AGENCY.—Nature of the relation; purposes and manner of creation; who may be principal or agent; ratification; delegation of authority; general and special agents; rights and duties of agents; termination, nature, extent, construction, and execution of authority of agents; rights, duties, and liabilities of agents; principal and third persons *inter se;* particular classes of agents. Textbooks: Mechem's Outlines of Agency and Mechem's Cases on Agency. *(2 hours. Professor Thompson.)*

EQUITY PLEADING.—Nature and object of pleadings in equity; parties to a suit in equity; proceedings in a suit in equity; bills in equity; disclaimer; demurrers and pleas; answer and replication; preparation of bills, demurrers, pleas, answers. Textbooks: Keigwin's Cases in Equity Pleading; Rules of the Circuit Court in Chancery in Florida; Rules of the Federal Court; Statutes of Florida. *(3 hours. Professor Cockrell.)*

BRIEF MAKING AND THE USE OF LAW BOOKS.—Where to find the law; how to use statutes and decisions; how to find the law; the trial brief; the brief on appeal and its preparation. Textbook: Cooley's Brief Making and the Use of Law Books. *(1 hour. Professor Crandall.)*

PROPERTY III.—Titles and conveyancing, including acquisition of titles by possession, modes of conveyance at common law, under the statute of uses, and by statutory grant; the

execution of deeds; estates created; covenants for titles; estoppel by deed; priorities among titles. Textbook: Warren's Cases on Conveyances. *(3 hours. Professor Crandall.)*

FLORIDA CONSTITUTIONAL LAW.*—Declaration of rights; departments of government; suffrage and eligibility; census and apportionment; counties and cities; taxation and finance; homestead and exemption; married women's property; education; public institutions; miscellaneous provisions. Textbooks: Constitution, statutes, and judicial decisions of Florida. *(2 hours. Professor Trusler.)*

CODE PLEADING.**—Changes introduced by the codes; forms of action; necessary allegations; the complaint; prayer for relief; answers, including general and special denials; new matter; equitable defenses; counter claims; pleading several defenses; replies and demurrers. Textbook: Sunderland's Cases on Code Pleading. *(2 hours. Professor Thompson.)*

SECOND SEMESTER

EVIDENCE.—Judicial notice; kinds of evidence; burden of proof; presumptions of law and fact; judge and jury; best evidence rule; hearsay rule and its exceptions; admissions; confessions; exclusions based on public policy and privilege; corroboration; parol evidence rule; witnesses; attendance in court; examination, cross examination, privilege; public documents; records and judicial writings; private writings. Textbook: Greenleaf on Evidence, 16th edition, vol. 1; selected cases. *(4 hours. Professor Cockrell.)*

PRIVATE CORPORATIONS.—Nature; creation and citizenship; defective organization; promotors; powers and liabilities; corporations and the State; dissolution; membership; management; creditors; foreign corporations; practice in forming corporations, preparing by-laws, electing officers, and in conducting corporate business. Textbooks: Clark on Private Corporations, and Wormser's Cases on Corporations. *(4 hours. Professor Slagle.)*

LEGAL ETHICS.—Admission of attorneys to practice; taxation; privileges and exemptions; authority; liability to clients and to third parties; compensation; liens; suspension and disbarment; duties to clients, courts, professional brethren, and to

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society. Textbooks: Attorneys at Law in Ruling Case Law and the Code of Ethics adopted by the American Bar Association. *(1 hour. Professor Trusler.)*

PROPERTY IV.—History of the law of wills and testaments; testamentary capacity and intent; kind of wills and testaments; execution, revocation, republication, revival of wills; descent; probate of wills and the administration of estates. Textbook: Warren's Cases on Wills. *(3 hours. Professor Crandall.)*

FLORIDA CIVIL PRACTICE.* — Organization of courts; parties; joinder and consolidation of actions; issuance, service, and return of process; appearance; trial; verdict; proceedings after verdict; appellate proceedings; peculiar characteristics of the common law actions; special proceedings including certiorari, mandamus, prohibition, quo warranto, habeas corpus, attachment, garnishment, statutory liens, forcible entry and detainer, landlord and tenant. Textbook: Crandall's Florida Civil Practice. *(3 hours. Professor Cockrell.)*

GENERAL CIVIL PROCEDURE.**—The court; parties; forms of action; the trial; selection of jury and procedure in jury trial; judgment; execution; appeal and error. Textbook: Loyd's Cases on Civil Procedure. *(3 hours. Professor Thompson.)*

THIRD YEAR

FIRST SEMESTER

INSURANCE.—Theory, history, significance; insurable interest; concealment, representations, warranties; subrogation; waiver and estoppel; assignees, beneficiaries; creditors; fire, life, marine, accident, guarantee, liability insurance. Textbooks: Humble's Law of Insurance and Humble's Cases on Insurance. *(1 hour. Professor Trusler.)*

PUBLIC SERVICE CORPORATIONS.—Nature of public utilities; railroads and other common carriers of goods and passengers; telegraphs and telephones; light and water companies; inns; warehouses; elevators; stockyards; methods of incorporation; public control; rights and obligations at common law and under federal and state statutes. Textbook: Wyman's Cases

*For students intending to practice in Florida.
**For students not intending to practice in Florida.

on Public Service Companies, 3rd edition. *(2 hours. Professor Slagle.)*

FEDERAL PROCEDURE AND BANKRUPTCY.—System of courts created under the authority of the United States, jurisdiction of the several courts and procedure therein; federal and state bankruptcy legislation; who may become bankrupt; prerequisites to adjudication; receivers; trustees; provable claims; exemptions; composition; discharge. Textbooks: Hughes on Federal Procedure, and Remington on Bankruptcy, Students' Edition. *(3 hours. Professor Slagle.)*

PARTNERSHIP.—Creation, nature, characteristics of a partnership; nature of a partner's interest; nature, extent, duration of the partnership liability; powers of partners; rights, duties, remedies of partners *inter se;* rights and remedies of creditors; termination of partnership. Textbook: Gilmore's Cases on Partnership. *(2 hours. Professor Thompson.)*

ADMIRALTY.—Jurisdiction; contracts, torts, crimes; maritime liens, ex contractu, ex delicto, priorities, discharge; bottomry and respondentia obligations; salvage; general average. Textbook: Hughes on Admiralty. *(1 hour. Professor Slagle.)*

PROPERTY V.—Conditional estates; licenses and waivers; reversions and remainders; rule in Shelley's Case; future uses; future interests; executory devises and bequests; vesting of legacies; cross limitations; gifts; failure of issue; determination of classes; powers; rule against perpetuities; restraints on alienation. Textbook: Kales' Cases on Future Interests. *(3 hours. Professor Crandall.)*

MORTGAGES.—Nature; elements; incidents of the relation; discharge; assignment; redemption; foreclosure; injunction and account; extent of the lien; priority between mortgage liens and competing claims; equity of redemption. Textbook: Durfee's Cases on Mortgages. *(2 hours. Professor Cockrell.)*

PRACTICE COURT.—*(1 hour.)*

SECOND SEMESTER

DAMAGES.—General principles; nominal; compensatory; exemplary; liquidated; direct and consequential; proximate and remote; general and special; measure in contract and tort actions; entire damages in one action; mental suffering;

avoidable consequences; value; interest; lateral support; counsel fees and expenses of litigation; injuries to real property and limited interests; death by wrongful act; breaches of warranty. Textbook: Rogers' Law of Damages; selected cases. *(2 hours. Professor Trusler.)*

MUNICIPAL CORPORATIONS.—Creation of cities and towns; powers of a municipality, including public powers, power of taxation, power over streets and alleys, etc.; obligations and liabilities of municipal corporations; powers and liabilities of officers. Textbook: Elliott on Municipal Corporations, 2nd edition. *(1 hour. Professor Cockrell.)*

NEGOTIABLE INSTRUMENTS.—Law merchant; definitions and general doctrines; contract of the maker, acceptor, certifier, drawer, indorser, vendor, accommodater, assurer; proceedings before and after dishonor of negotiable instruments; absolute defenses; equities; payments; conflict of laws. Textbook: Smith and Moore's Cases on Bills and Notes. (*3 hours. Professor Slagle.*)

CONFLICT OF LAWS.—Jurisdiction; sources of law and comity; territorial jurisdiction; jurisdiction *in rem* and *in personam;* remedies, rights of action, procedure; creation of rights; property rights; personal rights; inheritance; obligations *ex delicto* and *ex contractu;* recognition and enforcement of rights; personal relations; property; inheritance; administration of estates; judgments and obligations. Textbook: Lorenzen's Cases on Conflict of Laws. (*3 hours. Professor Thompson.*)

INTERNATIONAL LAW.—Nature, subjects, and objects of international law; intercourse of states; settlement of international differences; law of war; law of neutrality. Textbook: Hershey's Essentials of International Public Law; selected readings. *(1 hour. Professor Slagle.)*

TRUSTS.—The Anglo-American system of uses and trusts; creation, transfer, extinguishment of trust interests; priorities between competing equities; construction of trust dispositions; charitable trusts. Textbook: Bogert on Trusts; selected cases. (*2 hours. Professor Slagle.*)

JUDGMENTS.—Nature and essentials; kinds; record; vacation; amendment; modification; satisfaction. Textbooks: Rood's Cases on Judgments. (*2 hours. Professor Crandall.*)

PRACTICE COURT.—*(1 hour.)*

TEACHERS COLLEGE AND NORMAL SCHOOL

J. W. NORMAN, *Dean*

FACULTY.—J. W. Norman, J. N. Anderson, J. R. Benton, A. P. Black, L. M. Bristol, L. W. Buchholz, C. L. Crow, J. W. Day, J. M. Farr, J. R. Fulk, L. S. Greene, W. B. Hathaway, J. M. Leake, T. R. Leigh, W. A. Little, B. F. Luker, R. G. Manchester, J. S. Rogers, Joseph Roemer, T. M. Simpson, A. J. Strong, A. W. Sweet, A. C. Tipton, J. E. Turlington, J. L. White,

TEACHING FELLOWS.—A. F. Johnson, H. G. Metcalfe.

GENERAL STATEMENT

AIM AND SCOPE.—It is the main purpose of the Teachers College and Normal School to furnish such training as will be most useful to its students in the profession of teaching. It is the policy of Teachers College, emphasized on many occasions, that its graduates shall know much about the subjects they expect to teach, but it is equally as important that they should be resourceful in teaching a class and skillful in managing a school, or a system of schools. This College attempts to give both kinds of training. More specifically, it prepares its students for positions as teachers, principals, supervisors and county or city superintendents of public instruction. It strives also to develop in its students a keen insight into human affairs, human relationships and human problems. About one-fourth of a student's time is devoted to professional subjects in Education, the other three-fourths to Arts and Science subjects.

DEGREES.—Courses are offered leading to the degrees of Bachelor of Arts in Education, Bachelor of Science in Education, and Bachelor of Science in Agricultural Education. For the Bachelor of Arts degree the major elective work must be chosen in Groups A, B, C and F; for the Bachelor of Science degree, from Groups D and E (see page 164). In addition to these degrees, the Normal Diploma, sometimes called the L. I. degree, is granted to those students who have finished the second year's work in Teachers College, with the exception that

in the sophomore year Education VI*b* is required. There is considerable agitation in the United States at present to make two years of training beyond high school a minimum requirement for teaching even in the elementary schools. All students are therefore urged by all means to complete the requirements which are necessary to receive the Normal Diploma. Students who expect to teach in high school should possess a bachelor's degree.

EXEMPTION FROM MILITARY SCIENCE.—Students who are more than twenty-two (22) years of age at date of original entry into the University, may be exempt from Military Science. All such students must, however, take four (4) year-hours in other subjects as substitutes for Military Science I and Military Science II.

RESIDENCE REQUIREMENT.—In order to receive a degree, or Normal Diploma, from Teachers College, students must have spent at least one scholastic year in residence (three summer schools may be considered equivalent to a year in residence), and must have completed fifteen (15) year-hours of college work in residence. These fifteen (15) year-hours, except in one condition, must be the last which one takes immediately prior to graduation. The exception is the case of students who take their degrees by attendance at the Summer School, in which case six (6), but never more, year-hours of work by correspondence may be taken during the ten (10) months just prior to the summer session in which the degree is received. In every case, students must have completed fifteen (15) year-hours of work in residence and must have been in attendance at the summer session or scholastic term immediately prior to the reception of a degree.

AMOUNT OF CORRESPONDENCE WORK PERMITTED.—Students are not permitted to complete more than fifty percent (50%) of the work toward a degree by correspondence.

Correspondence study courses may not at any time be offered to satisfy the residence requirements.

Students will not be permitted to take work by correspondence while they are in residence, without the consent of the Dean of Teachers College.

STATE CERTIFICATES.—Graduates of the Teachers College and Normal School are granted Graduate State Certificates

without further examinations—provided that one-fifth of their work has been devoted to professional training and provided that they have the recommendation of the Teachers College faculty. It is well for the student to note that a Graduate State Certificate permits him to teach only those subjects in which he has specialized in his college course. This will ordinarily mean that a subject must have been pursued for at least two years in college before a certificate to teach that subject will be granted. In case a student has pursued a subject for three or four years in high school, however, this rule may sometimes be abrogated.

Graduate State Certificates may be converted into Life Certificates by "presenting satisfactory evidence of having taught successfully for a period of twenty-four months under a Graduate State Certificate, and presenting endorsement of three holders of Life State, Life Graduate State, or Life Professional Certificates."

VOCATIONAL EDUCATION.—By act of the Legislature of 1917 the University was designated as the institution, under the Smith-Hughes Act, for training teachers for Agriculture and for Trades and Industries. Curricula for Agricultural Education and for the Trades and Industries have been outlined. It is hoped that a large number of students will register for these courses. Many teachers of these subjects are needed and good salaries are paid.

Beginning with the session of 1925-26, the instructor in Agricultural Education will devote his entire time during the fall semester to the supervision and inspection of Agricultural teachers who are already in service. In the second semester he will offer five semester courses as follows: Education VIII*a* and VIII*b*, Education IX*a*, and Education XVI*a* and XVI*b*. Students must, therefore, arrange their courses accordingly.

PEABODY HALL.—A description of Peabody Hall, the home of the college, is to be found on page 29.

PEABODY CLUB.—This club meets once a week to discuss educational problems, especially those that confront the young teacher. It also brings out the advantages of holding

teachers' meetings and conferences. All students of the College are urged to become members and to take an active interest.

ORGANIZATION.—The Teachers College and Normal School has the following divisions:

(1) Teachers College.
(2) Normal School including Normal Training School.
(3) University Summer School.
(4) High School Visitation.
(5) Teachers' Employment Bureau.

TEACHERS COLLEGE

ADMISSION.—See pages 45-50, inclusive.

TEACHING FELLOWSHIPS.—See page 39.

SCHOLARSHIPS.—At the meeting of the Legislature in 1923, a scholarship law was passed providing for two scholarships from each county in the State, one to the Teachers College of the University of Florida, and one to the School of Education at the State College for Women. Each of these scholarships may be held for four years by the successful applicant and carries a stipend of $200.00 per year. Examinations are held in each county on the first Thursday in February and June and the third Thursday in August under the supervision of the county superintendent. A student to be considered as an applicant for a scholarship must present sixteen college entrance units. These scholarships are awarded upon competitive examinations to persons satisfying the entrance requirements of the University of Florida and of the Florida State College for Women. A student who desires to be considered as an applicant for a scholarship should make his desire known to his county superintendent before the first of May of each year. He should also write to the State Superintendent of Public Instruction telling him of his application for the scholarship.

At the present time the following counties have no representative at Teachers College:

Baker	Franklin	Osceola
Bay	Gadsden	St. Johns
Broward	Glades	St. Lucie
Citrus	Hamilton	Sarasota
Collier	Hernando	Union
Dixie	Highlands	Volusia
Duval	Levy	Wakulla
Escambia	Monroe	

CURRICULUM

Leading to the Degree of Bachelor of Arts in Education and Bachelor of Science in Education

CONSTANTS.—i. e., subjects required of all students enrolled in Teachers' College.

Required of all students in Teachers College:

Physical Education I	1 hr.	required of Freshmen
Physical Education II	1 hr.	required or Sophomores
Military Science I	2 hrs.	required of Freshmen
Military Science II	2 hrs.	required of Sophomores
English I	3 hrs.	required of Freshmen
Psychology	1½ hrs.	required of Sophomores
Educational Psychology	1½ hrs.	required of Sophomores
Education I*a*	1½ hrs.	required of Freshmen
Education I*b* or Education X*a*	1½ hrs.	required of Freshmen
Education VI*a*	1½ hrs.	required of Sophomores
Education IV*a*	1½ hrs.	required of Juniors
Education X*b*	1½ hrs.	required of Juniors
Education III*a*	1½ hrs.	required of Seniors
Education V*a*	1½ hrs.	required of Seniors
Education VI*b*	1½ hrs.	required of Seniors.

Required of all students who expect to be principals:

Education V*b*	1½ hrs.
Education XIV*b*	1½ hrs.

Each student must select courses from three of the following Groups. *(See Regulation 2 below.)*

A—Ancient Languages	B—Modern Languages	C—English
Required courses: Latin I, Latin VI or Latin II — 6 hours Recommended courses: Latin III Latin IV Greek A, Greek I or French A, French I or Spanish A, Spanish I	Required courses: French A, French I or Spanish A, Spanish I — 6 hours Recommended courses: French II Spanish II German A Latin History I or IV English IV, V or VI	Required courses: English I (included among constants) English, 6 hrs., 6 hrs. from Latin, French or Spanish — 12 hrs. Recommended courses: Other courses in languages, and History V.
D—Mathematics	**E—Natural Science**	**F—Social Science**
Required courses: Mathematics I and III — 6 hrs. Recommended courses: Mathematics IV 3 hours from a Science Surveying	Required courses: Biology I, Biology II, Biology XIII, Chemistry I, Physics V — 16 hours Recommended courses: Chemistry III Advanced Physics Chemistry V	Required courses: History I, History II, History III, Sociology I, Economics I — 15 hrs. Recommended courses: Social Science Biology Psychology and Philosophy

REGULATIONS:

1. All students must take all Constants.

2. Each student must select from three Groups of Studies from A to F, and must continue in those selected until completion of sophomore year; at which time a student may concentrate upon two of these Groups by permission of the Dean. It is urged that they select their electives from closely related subjects in order that they may become proficient in teaching these subjects.

3. Where the total number of hours of the three Groups combined does not equal 24, additional hours must be taken from the recommended courses in these Groups to make the total 24 or more.

4. A total of 66 year-hours is required for graduation.

5. In case a student is exempt from Military Science I and II (see page 200) he must substitute an equal number of hours from other departments.

REQUIREMENTS FOR THE NORMAL DIPLOMA.—The Normal Diploma is awarded to those students who have completed the Four-Year Normal Curriculum (see page 177.) This Curriculum comprises the last two years of standard high school work and the freshman and sophomore years in college.

The student must either offer sixteen units for entrance to the third year of the Four-Year Normal Curriculum (i. e., freshman year in college), or he must have completed sixteen units by the end of the second year of this curriculum. In the next two years (the freshman and sophomore years) he must complete at least one credit hour of Physical Education and two credit hours of Military Science. In addition, the student must complete thirty academic and professional year-hours, or sixty semester-hours. Of these, the following are required: English I, 3 hrs.; Psychology, 1½ hrs.; Educational Psychology, 1½ hrs.; Education I, 3 hrs.; Education VI*b*, 1½ hrs.; and Education VI*a*, 1½ hours. The student may then choose three of the groups described under the requirements for the bachelor's degree, and so far as possible complete the "required" courses in these three groups. On account of the large number of hours required in two of the groups, it may be impossible for students who elect these groups to complete all of the "required" courses in three groups. In that case, they should divide their time about equally among the groups chosen.

CURRICULUM, AGRICULTURAL EDUCATION COURSE

Leading to the Degree of Bachelor of Science in Agricultural Education

Freshman Year

NAMES OF COURSES	NATURE OF WORK	HOURS PER WEEK	
Agricultural Engineering I*a*	Farm Machinery and Motors	3	0
Agronomy I*b*	Farm Crops	0	3
Animal Husbandry I*b*	Types and Breeds of Animals	0	3
Biology II	General Botany	4	4
Chemistry I	General Chemistry	5	5
Horticulture I*a*	Plant Propagation	3	0
Military Science I		2	2
Physical Education		1	1
Hygiene		1	1
		19	19

Names of Courses		Hours per Week	
	Sophomore Year		
Agronomy II*a*	Soils	5	0
Biology XI	Entomology	3	3
English I	Advanced College Rhetoric	3	3
Horticulture I*b*	Pruning	0	3
Horticulture II*a*	Trucking	3	0
Veterinary Science I*b* or Animal Husbandry III*b*	Veterinary Elements / Animal Breeding	0	2
Poultry Husbandry I*b*	Farm Poultry	0	3
Agricultural Engineering VI*a*	Wood Work	2	0
Agricultural Engineering VII*b*	Forge Work	0	1
Agricultural Education II	Agricultural Organization	0	1
Military Science II		2	2
Physical Education		1	1
		19	19
	Junior Year		
Agronomy IV*a*	Fertilizers	3	0
Education III*a*	Public School Administration and Supervision	3	0
Education IX*b*	Vocational Education	0	3
Education VIII	Methods in Vocational Agriculture	0	6
Education IV*b* or Education VII*b*	Psychology of Adolescence / Educational Psychology	0	3
Biology VI*a*	General Bacteriology	4	0
Biology VI*b*	Agricultural Bacteriology	0	4
Electives in Agriculture		6	0
		16	16
	Senior Year		
Agronomy VI*a*	Farm Management	3	0
Agronomy X*b*	Marketing	0	3
Education XVI	Supervised Teaching of Vocational Agriculture	0	6
Education V*a*	Principles of Education	3	0
Electives in Agriculture		10	7
		16	16

VOCATIONAL EDUCATION—TRADES AND INDUSTRIES CURRICULUM FOR TEACHERS OF RELATED SUBJECTS

Leading to the Degree of B. S. in Education

Subjects of Study	*Hours per Week	
Freshman Year		
Advanced Algebra, Trigonometry and Analytical Geometry	0	3
Descriptive Geometry	3	3
Elementary Woodworking	3	3
English I	3	3
Mechanical Drawing	2	2
Military Science I	2	0
Physics I	3	3
Physics II	2	2
Sophomore Year		
Carpentry	6	0
Chemistry I	5	5
Forge Shop	1½	0
Foundry	0	1½
Machine Drawing	1½	1½
Masonry and Concrete	0	3
Mechanical Technology	0	1
Military Science II	2	0
Physics III	3	3
Plumbing	0	3
Psychology	0	3
Principles of Teaching	0	3
Junior Year		
Analytical Mechanics	4	0
Architectural Drawing	3	3
Economics	3	0
Electrical Engineering Ia	3	0
Graphic Statics	0	2½
History of Vocational Education	0	3
Kinematics of Machinery	2	2
Machine Shop	3	0
Pattern Making	0	3
Sheet Metal	3	3
Strength of Materials	0	4
Senior Year		
Electrical Engineering V	0	3
Gas Engines	0	2
Gas Engines, Laboratory	0	2
Machine Design	2	4
Machine Shop	3	0
Organization, Surveys, and Vocational Guidance	0	3
Supervised Teaching	6	6
Steam Engines	3	0
Steam Engines, Laboratory	0	2
Vocational Methods	3	0

*The first column gives the hours per week for the first semester; the second, those for the second semester.

TWO-YEAR COURSE FOR TEACHERS OF RELATED SUBJECTS

Presupposing considerable practical experience

Subjects of Study	*Hours per Week	
First Year		
Elective Shop Work, Drawing, etc. (supplementing practical experience)	5	5
Elective Mathematics and Science	5	5
Elective English, Civics, Economics, Sociology, etc.	5	5
Elementary Psychology	5	0
Principles of Teaching	0	5
Second Year		
History of Vocational Education	0	3
Vocational Methods	3	0
Supervised Teaching	4	4
Organization, Surveys, and Vocational Guidance	0	3
Elective Shop, Drawing, or Applied Science	13	10

*The first column gives the hours per week for the first semester; the second, those for the second semester.

In case that any of the courses listed in the Trades and Industries Curriculum are not offered on the campus, courses equally valuable may be substituted with the consent of the Dean. Under exceptional conditions, arrangements will be made whereby some of the courses may be completed by correspondence.

DEPARTMENTS OF INSTRUCTION

EDUCATION

Professor Norman
Professor Fulk
Professor Buchholz
Professor Roemer
Professor Day*
Professor Greene
Professor Little

DESCRIPTION OF COURSES

EDUCATION I*a*.—*How to Teach. An Introduction to the Study of Classroom Teaching.*—What makes a good teacher? What makes a good school? When may it be said that one is educated? Such questions as these will be taken up in the course. (*Required of all freshmen, first semester; 3 hours. Credit, 1½ year-hours. Professor Norman.*)

EDUCATION I*b*.—*History and Principles of Education.*—A study of the historical background of education, and of the fundamental principles which should guide educational procedure, and give appreciation of educational conditions of today. *(Freshmen may choose between Education Ib and Education Xa, second semester; 3 hours. Credit, 1 1-2 year-hours. Professor Fulk.)*

EDUCATION II*a*.—*Reviews and Methods of Teaching Arithmetic and Grammar.*—A review of arithmetic and grammar, to acquaint the student with the fundamental principles of the subjects, followed immediately by methods of teaching them. *(First semester; 3 hours. Credit, 1 1-2 year-hours. Professor Buchholz.)*

EDUCATION II*b*.—*Reviews and Methods of Teaching Reading, Geography, and History.*—Mastery of each subject from the teacher's point of view, followed immediately by the best methods of teaching the subject. *(Second semester; 3 hours. Credit, 1 1-2 year-hours. Professor Buchholz.)*

EDUCATION III*a*. — *Administration and Supervision of Village and Consolidated Schools.*—A course stressing in a practical way problems peculiar to these schools in Florida; the supervising principal, qualifications, relation to superintendent, boards, teachers, pupils, patrons and community;

*Resigned.

adapting the school to the child's needs; business practices. *(Required of seniors, first semester; 3 hours. Credit, 1 1-2 year-hours. Professor Fulk.)*

EDUCATION III*b*.—*Problems in Public School Administration and Supervision.*—This course will include an intensive study of the supervision of instruction. Visits will be made to schools for the study of administrative and supervising practice. A survey will be made of one school system. *(Elective for juniors and seniors, second semester; 3 hours. Credit, 1 1-2 year-hours. Professor Fulk.)*

EDUCATION IV*a*.—*High School Curriculum.*—This course is designed to consider the problems of the curriculum of the high school in its organization. Among the topics treated are: standards for the selection of the curriculum; factors to be considered—age of pupils, social standing, probable school life, probable vocation; its traditional subjects and their possible variations; new subjects and their values; systems of organization, election and prescription; problems of articulation with the elementary school, the college, the vocational school, and community. (*Required of juniors, first semester; 3 hours. Credit, 1½ year-hours. Professor Roemer.*)

EDUCATION V*a*.—*The Problem-Project Method.* The relation of educational method to democracy. Such topics as the laws of learning, the socialized recitation, democracy in the classroom as a preparation for democracy in life, will find a prominent place in the course. (*Required of seniors; juniors admitted by permission, first semester; 3 hours. Credit, 1½ year-hours. Professor Norman.*)

EDUCATION V*b*.—*History and Philosophy of Education.*—Standards in education, past and present; the development and present meaning of the concept of culture, humanism, utility, growth, mental discipline, activity leading to further activity, education according to nature, the significance of child life in education. Textbook: Dewey's "Democracy and Education." *(Required of seniors who expect to be principals; second semester; 3 hours. Credit, 1 1-2 year-hours. Professor Norman.)*

EDUCATION VI*a*.—*Child and Adolescent Psychology.*—The nature, growth and development of the child from birth thru adolescence with reference to education; the original nature

of the child and his education; the meaning of protracted infancy; training in recognition of types and individual differences, of common defects and how to deal with them; cultivation of intelligent sympathy with children; the effect of Child Study on the practices of elementary and secondary education. *(Required of sophomores; first semester; 3 hours. Credit, 1 1-2 year-hours. Professor Fulk.)*

EDUCATION VI*b*.— *Supervised Teaching.*— Knowledge of the principles, theory and history of education will better fit any teacher for his work, but these without concrete experience and supervision will not give best results. This course is planned to give the student practice in conducting recitations under close supervision. Lesson plans will be required for all recitations and the manner of teaching will be subject to criticism. Students preparing to teach agriculture must do their supervised teaching in that subject, and four (4) hours will be required. (See Education XVI.) *(Required of seniors; 3 hours. Credit, 1 1-2 year-hours. Professors Norman, Fulk, Roemer, Little.)*

EDUCATION VII*b*.—*Educational Psychology.*—Psychology applied to Education, the learning process, acquisition of skill, etc. *(Required of all students in Teachers College, preferably during the sophomore year, second semester; 3 hours. Credit, 1 1-2 year-hours. Professor Roemer.)*

EDUCATION VIII.—*Methods and Materials in Vocational Agriculture.*—Among the topics considered in this course are the selection and organization of subject matter from the vocational point of view; the home project and supplementary supervised practice work; the selection, arrangement, and classification of bulletins, books, and periodicals; methods to be employed in the recitation, the laboratory, the field trip, the farm shop, and the supervised study period; lesson planning; assignment making; the farm job as the teaching unit; the teaching of the various branches of agriculture; the selection and use of objective materials; the necessary plant and equipment; community and promotional work; and the organization and conducting of part-time and evening classes. *(Junior year; 3 hours, both semesters will be given second semester. Credit, 3 year-hours. Professor Gee.)*

EDUCATION IX*b*.—*Vocational Education.*—This course includes a consideration of the development, function and scope of vocational education of various kinds, particular attention being given to agricultural education. A study is made of the aims and purposes of rural education and the important problems connected with it. *(Junior year, second semester; 3 hours. Credit, 1 1-2 year-hours. Professor Gee.)*

EDUCATION X*a*.—*Educational Hygiene.*—Conditions and forces that affect the physical and mental vigor of children and teachers, and relate the school to the health of the home and community; location and sanitation of school buildings; hygienic furniture; diseases and physical defects; medical inspection; hygiene of instruction; teacher's health; play and recreation; teaching of hygiene. *(Students may choose between Education Ib and Education Xa; 3 hours. Credit, 1 1-2 year-hours. Professor Fulk.)*

EDUCATION X*b*.—*The Elementary School Curriculum.*—An attempt to formulate a curriculum based on social conditions, and social needs; selection and evaluation of material in the light of aims and activities of the present social situation, and the nature and needs of child life; the curriculum as a group of related problems and projects; the place of the kindergarten; the six or eight year curriculum. *(Required of juniors, second semester; 3 hours. Credit, 1 1-2 year-hours. Professor Fulk.)*

EDUCATION XIV*a*.—*Junior High School.*—The purpose of this course is to give principals and teachers a knowledge of the Junior High School and its organization. Since the movement is in its formative period in Florida, much attention and study will be given to concrete cases and local conditions. Topics: Need of reorganization of the traditional high school; changes needed in the program of studies, discipline, methods of teaching, etc.; development of the Junior High School; special function of the Junior High School; organization, curricula and courses of study, etc., of the Junior High School. (*First semester; 3 hours. Credit, 1½ year-hours. Professor Roemer.*)

EDUCATION XIV*b*.—*High School Administration.*—This course is designed to study the practical management and administration of the modern high school. It will consider

such topics as: duties of principal as head of school; relation of principal to board of education, superintendent, teachers, pupils and community; legal status of high school; systems of financing; selection, supervision, promotion, retention and dismissal of teachers; adjustment of teaching load; testing and grading of pupils; problem of discipline; pupil guidance, activities, teachers' meetings, etc. *(Required of seniors who expect to be principals. Second semester; 3 hours. Credit, 1 1-2 year-hours. Professor Roemer.)*

EDUCATION XVI.—*Supervised Teaching of Vocational Agriculture.*—Supervised teaching is conducted with a class of boys from the local high school under conditions that are identical with those found in the Smith-Hughes Agricultural Schools of the State. Lesson planning, teaching, the conducting of project work and home practice work, and the performance of the other activities of the teacher of vocational agriculture are carried on under supervision. *(Senior year; 3 hours, both semesters will be given second semester. Credit, 1 1-2 year-hours. Professor Gee.)*

EDUCATION 110*a*.—*The Elementary School Curriculum.*—Seminar.—An intensive study of the development, and present content of the elementary school curriculum, including the kindergarten; the selection and evaluation of material; the importance of the classroom teacher. *(Elective for graduate students, first semester; 3 hours. Credit, 1½ year-hours. Professor Fulk.)*

EDUCATION 111*a* (formerly Education XI*a*).—*Educational Tests and Measurements.*—Seminar.—This is an intensive study of intelligence and educational tests. A thoro and systematic study is made of all the chief tests in both fields with laboratory material for class use so as to familiarize the student with the process of actually handling tests. *(Elective for graduate students, first semester; 3 hours. Credit, 1½ year-hours. Professor Roemer.)*

EDUCATION 111*b* (formerly Education XI*b*.).—*School Surveys.*—Seminar.—An intensive and analytical study of the principles and practices followed in making the leading surveys of the country. *(Elective for graduate students, second semester; 3 hours. Credit, 1½ year-hours. Professor Fulk.)*

EDUCATION 114*a*.—A Seminar in the organization and management of the high schools. (*Elective for graduate students, first semester; 3 hours. Credit 1½ year-hours. Professor Roemer.*)

EDUCATION 115*b*.—*Democracy and Education.*—Seminar. The nature of experience, the nature of institutions, the social inheritance, the individual, society, socialization, social control, dynamic and static societies, education its own end. (*Elective for graduate students, second semester; 3 hours. Credit, 1½ year-hours. Professor Norman.*)

ITINERANT PLAN OF TRAINING INDUSTRIAL TEACHERS

Professor Greene

Under the Smith-Hughes Act there are two types of teachers of trade and industrial education: the shop teacher, who gives instruction in the actual shop or trade manipulative subjects—carpentry, machine shop, blacksmithing, printing, etc.; the related-subject teacher, who teaches the technical branches relating to the trade—drawing, related mathematics or science.

In cooperation with the State Board for Vocational Education, the University is securing as many as possible related-subject teachers from the industries of the State, altho a few may be obtained from among the members of the teaching profession. All of the shop teachers will be obtained from the industries. Prospective trade and industrial teachers are selected because of their industrial experience, education, moral and civic ideals, and potential teaching ability, which qualifications are determined mainly by personal interview and by careful inquiry of fellow-workmen and employers. Once selected, these prospective teachers, obviously varying greatly in preparation, are grouped in evening classes in their home cities and trained by a representative of the University in the art of teaching, altho as much as possible of the work in Supervised Teaching is done in part-time classes.

As demand arises, those who have successfully completed the courses are, with the approval of the State Board for Vocational Education, put into service by local boards. Fifteen men have up to the present time been thus trained and immediately afterwards placed in teaching positions.

The subjects taught are divided into four groups, each usually requiring thirty hours for completion. If possible, however, much more than thirty hours will be devoted to the Supervised Teaching, especially as thru this most of the Observation will also be accomplished.

The courses will in general be as follows:

A.—History and development of the vocational education movement; mechanics of teaching; shop organization; educational law (state and national); trade analysis for educational purposes.

B.—Applied science; shop mathematics; mechanical drawing and design; industrial methods.

C.—Supervised teaching.

D.—Supervised teaching; observation; making up deficiencies in trade or general education and in trade experience.

OTHER DEPARTMENTS

Description of other subjects taken by students in Teachers College may be found by reference to the Index.

NORMAL SCHOOL

COURSES AND REQUIREMENTS

The Normal School offers a four-year normal curriculum.

This curriculum is similar to that of the standard normal schools of this country. Applicants who have finished the first two years of a high school, or those who hold a first grade county certificate, will be admitted to the first year of this curriculum. High school graduates will be allowed to enter the third year. Teachers with experience and mature persons may be admitted as "Adult Specials" without meeting these requirements. Graduates of the Normal School will be admitted to the junior class of the Teachers College and will be granted a State Certificate, provided they have the recommendation of the Teachers College faculty.

STUDIES.—The work of the first two years of the Normal School is equivalent to that of the eleventh and twelfth grades of the standard high schools of Florida. Not less than 15 nor more than 20 hours may be taken in any one year except by special permission. All choice is subject to the approval of the Dean of Teachers College. The work is arranged so that students may enter at any time, but it would be more convenient both to the student and to the Normal School for entrance to be made at the first of the year, at Thanksgiving, the first of the second semester, or the first of April. Students who enter at these times may secure credit for the quarter in which they are registered.

DRILL.—Students below the freshman class are not required to drill.

CURRICULUM FOUR-YEAR NORMAL

First Year

Names of Courses	Nature of Work	Hours per Week
English NI	Rhetoric, Composition and Classics	4
History NI	Modern European History	4
Mathematics NI	Plane Geometry	4
Take 5 hours of the following:		
Agriculture NI	Elements of Agronomy and Horticulture	3
Latin NI	Beginner's Course	4
Mechanic Arts NI*a* and NII*b*	Wood work	3
Science NI	Biology	4
Science NII	Chemistry	4
Spanish NI	Beginner's Course	4
Required		20

Second Year

English NII	Rhetoric, Composition and Classics	4
History NII	American History and Civics	4
Take 10 hours of the following:		
Agriculture NII	Elements of Animal Husbandry and Agricultural Engineering	3
Latin NII	Caesar (3 books) and Composition	4
Mathematics NII	Plane Trigonometry and Solid Geometry	4
Mechanic Arts NIII*a* and NIV*b*	Forge and Foundry Work	4½
Science NIII	Physics	4
Spanish NII	Second Year Course	4
Required		20

Third Year

(Same as Freshman year in Teachers College.)

Fourth Year

(Same as Sophomore year in Teachers College, except that Education VI*b* is required in the Sophomore year instead of the Senior year, and the Junior courses in Education may be substituted for the Sophomore courses.)

DEPARTMENTS OF INSTRUCTION

AGRICULTURE

AGRONOMY NI.—*Agronomy and Horticulture.* (See pages 105 and 113.)

AGRICULTURE NII.—*Agricultural Engineering and Animal Husbandry.* (See pages 107 and 109.)

ENGLISH

Professor Little

ENGLISH NI.—*Composition and Rhetoric.*—Grammar reviewed; elements of composition emphasized; much written work required; classics read and studied; structure of the sentence and paragraph; word study. *(First year; 4 hours.)*

ENGLISH NII.—*English and American Literature.*—Periods and representative writers; history as connected with literature; a carefully selected list of classics for reading and study; appreciation of the best in literature; memory gems. Presupposes NI or its equivalent. *(Second year; 4 hours.)*

HISTORY

Professor Fulk

HISTORY NI.—*Modern European History.*—Medieval history touched lightly, stress being placed upon modern European history. Textbook and reference reading. *(First year; 4 hours.)*

HISTORY NII.—*American History and Civics.*—Early discoveries to the present time; civics in connection with the history. Stress will be laid upon local history, geography and industries, transportation and communication, organized community life and public health, local, state and national governments. Textbook and reference reading. *(Second year; 4 hours.)*

LATIN

Professor Little

LATIN NI.—*Beginner's Latin.*—A good first-year book will be completed. *(First, second or third year; 4 hours.)*

LATIN NII.—*Caesar, Composition and Grammar.*—Three books of Caesar, with composition and grammar. *(Second, third or fourth year; 4 hours.)*

MANUAL TRAINING

Professor Strong

MECHANIC ARTS NI*a*.—See Wood Working *a*, College of Engineering.

MECHANIC ARTS NII*b*.—See Wood Working *b*, College of Engineering.

MECHANIC ARTS NIII*a*.— See Forge Shop, College of Engineering.

MECHANIC ARTS NIV*b*.—See Foundry, College of Engineering.

MATHEMATICS

Professor Norman

MATHEMATICS NI.—*Second Year Algebra.*—Second half of the State adopted textbook. *(First year; 4 hours.)*

MATHEMATICS NII.—*Plane Geometry.*—First five books in Plane Geometry. *(First year; 4 hours.)*

MATHEMATICS NIII.—*Solid Geometry and Plane Trigonometry.*—Study of the topics covered by standard high schools. *(Second year; 4 hours.)*

SCIENCE

Professor Roemer

SCIENCE NI.—*Biology.*—Essentials of plant, animal and human biology; textbook and laboratory work. Carefully kept notebooks required. *(First year; 4 hours.)*

SCIENCE NII.— *Chemistry.*— Elementary principles of chemistry; textbook and laboratory work. Carefully kept notebooks required. *(First year; 4 hours.)*

SCIENCE NIII.—*Physics.*—Elements of physics; textbook and laboratory work. Carefully kept notebooks required. *(Second year; 4 hours.)*

UNIVERSITY SUMMER SCHOOL

(CO-EDUCATIONAL)

June 16-August 7, 1925

FACULTY (1924).—A. A. Murphree, J. W. Norman, Joseph R. Fulk, Joseph Roemer, Miss Georgia Borger, Mrs. M. L. Altstetter, J. N. Anderson, A. P. Black, Orton W. Boyd, L. M. Bristol, Miss Christine Carmack, Mrs. A. B. Carrier, J. M. Chapman, E. A. Clayton, J. W. Day, R. J. Ebinger, H. O. Enwall, G. E. Everett, I. W. Foltz, John Gray, Miss Cora Griffin, Miss Reba Harris, H. A. Haseltine, W. B. Hathaway, Miss Gladys Henderson, P. H. Hensley, C. I. Hollingsworth, J. M. Leake, T. R. Leigh, W. A. Little, B. F. Luker, Miss Gertrude McArthur, E. W. McMullen, Mrs. L. H. Mahan, R. G. Manchester, H. G. Metcalfe, W. S. Perry, Mrs. J. Reid Ramsay, C. A. Robertson, Mrs. Jos. Roemer, Miss Mabel P. Rogers, R. G. Sawyer, Miss Mary Sheppard, T. M. Simpson, G. B. Simmons, A. W. Sweet, J. B. Walker, Mrs. Mabel Wall, Jos. Weil, Geo. E. White, J. H. Wise, O. I. Woodley, Miss Cora Miltimore, J. L. White.

GENERAL STATEMENT

The University Summer School was provided for by the "Summer School Act" passed by the Legislature of 1913. It is co-educational and maintained primarily for the benefit of the teachers of the state, but other courses are offered.

The entire equipment of the University is at the service of the faculty and students. Ample provision is made for intellectual recreation and physical exercise. The Peabody Literary Society meets weekly; lectures or concerts are given frequently; the gymnasium, swimming-pool, baseball grounds, and tennis courts are at the disposition of the students, and instructors are at hand to direct athletic activities.

REGULATIONS.—To fulfill its highest mission the Summer School should not be utilized merely for the purpose of "cramming" for examinations. It is therefore hoped that all teachers will recognize the wisdom of the Summer School Board in establishing the following regulations:

1. No teacher shall be allowed to take more than twenty hours per week.
2. No teacher shall take less than five hours per week of professional work.

CREDIT FOR WORK.—Attention is directed to the following sections of the "Summer School Act":

Sec. 5.—"All work conducted at the said Summer Schools shall be of such character as to entitle the students doing the same to collegiate, normal, or professional credit therefor, and may be applied towards making a degree."

In order to carry out the spirit of this provision, the University allows, under restrictions, a maximum of four and a half credit hours for work done at any one session of the Summer School. Attendance at three summer sessions satisfies the residence requirements for securing a Normal Diploma or an undergraduate degree from the Teachers College. For an advanced degree four sessions are required. By combining credits gained at the Summer School with those gained in the General Extension Division of the University, it is possible for a teacher to secure a certificate or a degree without losing a prohibitive amount of time from his work. Certificates and degrees secured in this way are awarded, when so desired, on the last day of a session of the Summer School.

Sec. 6.—"All teachers attending any of the Summer Schools herein created and whose work entitles them to credit therefor, upon making proof of the same to the State Superintendent of Public Instruction, are hereby entitled to one year's extension on any Florida teacher's certificate they may hold and which has not fully expired, and such certificate may be extended one year for each succeeding session attended by the said teacher."

Certificates of credit making proof of the work done will be granted by the State Superintendent only to those teachers who attend the full term and whose work is satisfactory.

EXPENSES.—There is no charge for tuition. Board and lodging (including lights, but not pillows, bed linen, or towels) will be offered at $5.25 per week, or $40.00 for the entire session of eight weeks; board without lodging at $4.25 per week or $32.00 per session. Children under eight years of age will not be admitted to the dormitories, but may dine with their parents in the Commons at $2.00 per week. Children between eight and ten, $2.50 per week for board; above ten, full charge. All accounts are payable in advance.

COURSES OF STUDY

The courses given during the session of 1924 were fully described in the Summer School Bulletin of that year and were, furthermore, for the most part very similar in character to the corresponding ones of the Teachers College and Normal School. In view of these facts, and inasmuch as a detailed program for the session of 1925 will be published separately, it is thought unnecessary here to make more than mere mention of the courses in question. The work to be offered in the Summer School of 1925 will be divided into five separate and distinct groups, each serving a specific purpose:

1. REVIEW COURSES in all subjects required for county, state and special certificates.

2. PROFESSIONAL COURSES meeting the requirements for the extension of teachers' certificates without examination.

3. NORMAL COURSES leading to the normal diploma.

4. COLLEGE COURSES leading to standard college degrees of A.B. and B.S.

5. GRADUATE COURSES leading to advanced degrees.

A complete catalog of all the work of the Summer School will be issued. For reservation of rooms and other information address J. W. Norman, Dean, Gainesville, Fla.

HIGH SCHOOL VISITATION

Thru Dr. Roemer, Professor of Secondary Education, the University strives to keep in close touch with the high schools of the state. Part of his time is taken up with visiting the high schools and lending such aid and encouragement as will be productive of stronger high schools and a closer connection between them and the University.

TEACHERS' EMPLOYMENT BUREAU

Teachers College and Normal School desires to serve the whole state in every possible way. For this purpose a Teachers' Employment Bureau has been instituted and is open thruout the year. From school officials it receives requests for teachers. From teachers it receives requests for information as to vacancies. It files such information and tries, when call-

ed upon, to meet the needs of both teachers and school officials. To be of greatest service it needs and invites the cooperation of superintendents, principals, and teachers. Officials needing trained men or women, and teachers desiring promotion or change, are asked to call upon the Bureau for its aid. No charges are made for services. For information, address Dr. Jos. Roemer, Director of the Employment Bureau, or J. W. Norman, Dean of Teachers College, University of Florida, Gainesville, Florida.

COLLEGE OF PHARMACY

TOWNES RANDOLPH LEIGH, *Dean*

FACULTY.—L. W. Amis, J. N. Anderson, F. H. Bain, W. H. Beisler, J. R. Benton, A. P. Black,* O. W. Boyd, F. M. Brennan, L. M. Bristol, W. H. Chandler, M. D. Cody, C. L. Crow, J. M. Farr, J. D. Glunt, A. R. Halley, W. B. Hathaway, F. H. Heath, T. J. Hubbell, W. J. Husa, V. T. Jackson, J. M. Leake, T. R. Leigh, B. F. Luker, R. G. Manchester, W. S. Perry, C. A. Robertson, J. S. Rogers, T. M. Simpson, A. W. Sweet, A. C. Tipton, J. Weil, E. M. Yon.

GENERAL STATEMENT

AIM AND SCOPE.—The School of Pharmacy was established in the University in 1923. In the spring of 1925, the name was changed to the College of Pharmacy, which was in keeping with the increase in the faculty, the student enrollment, and the curriculum. The College is governed by the same general policy that is characteristic of the University. The method of work differs in no essential from that adopted by the other scientific departments. A large amount of laboratory instruction is one requirement; since none of the natural sciences can be adequately taught without considerable instruction in the laboratory, and, when necessary, in the field.

There is a distinct advantage in studying pharmacy in the University, where the students of pharmacy share all the advantages and enjoy the spirit of a great educational establishment, which increases the incentive to prepare themselves to meet the requirements of the trend of pharmaceutical education.

The prerequisite of college graduation affords the most acceptable basis for reciprocal agreements between the States. So many of the States now have prerequisite laws that reciprocal registration from non-prerequisite States become increasingly difficult. The National Association of Boards of Pharmacy recognizes this fact and thoroly approves the prerequisite standard. It has also the approval of the American

*Leave of absence, 1924-25.

Pharmaceutical Association, the American Conference of Pharmaceutical Faculties, and the National Association of Retail Druggists.

The prime object of the College of Pharmacy is to offer superior opportunities to those who wish to train themselves thoroly for the important duties of the retail pharmacist, the pharmaceutical chemist, or the professional or manufacturing pharmacist.

The opportunities in pharmacy were never brighter than at the present time. With the universal adoption of higher standards of education and a general concerted movement on the part of colleges of pharmacy and state boards of pharmacy in the United States to increase their requirements, we observe an increasing number of men of ability who are devoting their lives to the development of pharmacy. There is great demand for properly qualified pharmacists, and corresponding opportunities are offered to good men, those having business ability, industry, integrity and a thoro pharmaceutical education.

Employers are looking for the highest type of professional pharmacists today, those who are competent prescriptionists or skilled analysts. It is needless to say that the preparation for such work requires a college education.

The following are some of the fields open to capable pharmacists: as proprietors, managers and prescription clerks in pharmacies; as pharmacists, chemists, department managers or traveling salesmen for wholesale drug firms; as pharmacists in private, municipal and state hospitals; as pharmacists in the Army and Navy; as chemists and bacteriologists in municipal and state public health laboratories; as chemists and managers in the production departments of pharmaceutical and chemical manufacturing houses; as chemists for importers and jobbers of drugs, groceries and other food products; as clinical chemists for physicians; as science teachers in high schools and colleges; as food and drug inspectors in government service; and as research chemists in scientific and industrial laboratories.

Success in the higher positions depends largely upon the student's native ability and desire for achievement.

EQUIPMENT.—Science Hall and Peabody Hall provide space for the classrooms and laboratories for the de-

partments of pharmacy, pharmacognosy and pharmacology, chemistry and biology. The laboratories are adequately equipped with instruments of precision for the teaching of the technique and manipulations involved in chemical and analytical work, in operative pharmacy, bacteriology, botany and toxicology.

The library contains books and pharmaceutical journals from which the students may obtain the latest and best information.

MORTAR AND PESTLE SOCIETY.—The Mortar and Pestle Society of the College of Pharmacy was organized by the students at a meeting in Science Hall, September 21, 1923. Lectures, discussions and debates on interesting phases of scientific and commercial pharmacy are held each month. Speakers of note address the Society from time to time. The main object of the Society is, however, to awaken the students' personal interest in the possibilities of pharmacy. All students of the College of Pharmacy are invited to sign a pledge of loyalty to the ideals of pharmacy, and by this signature become members of the Mortar and Pestle Society.

ENTRANCE REQUIREMENTS.—See pages 45-49.

DEGREES.—The College of Pharmacy offers a three-year course leading to the degree of Pharmaceutical Chemist (Ph.C.), and a four-year course leading to the degree of Bachelor of Science in Pharmacy (B.S. in Phar.).

The three-year course is designed to train students not only for the prescription counter and commercial pharmacy, but for a great variety of professional positions as well. In the four-year course appropriate cultural studies, and mathematics, or physics, are added to the scientific and professional courses of the three-year curriculum.

CURRICULUM

THE THREE-YEAR COURSE

Leading to the Degree of Pharmaceutical Chemist

First Year

First Semester		*Second Semester*	
COURSES	HOURS PER WEEK	COURSES	HOURS PER WEEK
Chemistry I	5	Chemistry I	5
Biology II*a*	4	Biology II*b*	4
Pharmacognosy I	4	Pharmacy I	5
Pharmacy V	3	Hygiene I	1
Military Science I	2	Military Science I	2
Physical Education I	1	Physical Education I	1
	19		18

Second Year

Pharmacognosy II	4	Pharmacy II	5
Pharmacy I	5	Biology VIII*p*	4
Chemistry V	5	Chemistry V	5
Chemistry III	3	Chemistry III	3
Military Science II	2	Military Science II	2
Physical Education II	1	Physical Education II	1
	20		20

Third Year

Pharmacology I	4	Pharmacy III	3
Pharmacy II	4	Chemistry XVI	2
Chemistry VII*a*	3	Chemistry VII*b*	3
Biology VI*a*	4	Chemistry XV	3
Pharmacy VI	3	Pharmacology III	4
		Pharmacognosy III	4
	19		19

THE FOUR-YEAR COURSE

Leading to the Degree of Bachelor of Science in Pharmacy

First Year

First Semester		*Second Semester*	
COURSES	HOURS PER WEEK	COURSES	HOURS PER WEEK
Chemistry I	5	Chemistry I	5
English I	3	English I	3
Foreign Language	3	Foreign Language	3
Mathematics I*	3	Mathematics I*	3
Military Science I	2	Military Science I	2
Physical Education I	1	Physical Education I	1
		Hygiene I	1
	17		18

Second Year

COURSES	HOURS PER WEEK	COURSES	HOURS PER WEEK
Chemistry III	3	Chemistry III	3
Pharmacognosy I	4	Pharmacy I	5
Biology II*a*	4	Biology II*b*	4
Pharmacy V	3	Economics	3
Military Science II	2	Military Science II	2
Physical Education II	1	Physical Education II	1
	17		18

Third Year

Chemistry V	5	Chemistry V	5
Chemistry VII*a*	3	Chemistry VII*b*	3
Pharmacognosy II	4	Biology III*p*	4
Pharmacy I	5	Pharmacy II	5
	17		17

Fourth Year

Pharmacy II	5	Chemistry XVI	2
Pharmacy VI	3	Pharmacology III	4
Pharmacology I	4	Chemistry XV	3
Biology VI*a*	4	Pharmacognosy III	4
		Pharmacy III	3
	16		16

*Physics V may be taken in place of Mathematics I.

DEPARTMENTS OF INSTRUCTION

PHARMACY

Professor Husa Professor ——————*

The Department of Pharmacy offers courses in Theoretical and Practical Pharmacy, Prescriptions and Dispensing, Pharmaceutical Arithmetic, and Drug Analysis. Particular attention is given to the scientific aspects of Pharmacy, and the extensive laboratory courses afford every opportunity for acquiring the technical skill needed in identifying, preparing, testing, and dispensing drugs and medicines.

PHARMACY I.—*Theoretical and Practical Pharmacy.*—A course treating of the history of pharmaceutical literature, including a study of pharmacopoeias (especially the United States Pharmacopoeia), National Formulary, dispensatories and other commentaries, pharmaceutical journals, etc. A study is made of all operations of a physico-chemical nature used in pharmacy. Each student is required to make a large number of preparations, illustrating the various processes used in pharmacy. *(Laboratory fee, $5.00 per semester. A year course starting either semester; 3 class and 2 laboratory periods per week. Credit, 5 year-hours. Professor ———)*

PHARMACY II.—*Theoretical and Practical Pharmacy.*—A detailed consideration of inorganic and organic acids and official salts; fixed and volatile oils and fats, alkaloids and glucosides. The course includes lectures and recitations, followed by laboratory work on the preparation of syrups, elixirs, solid and fluid extracts, scale salts, and other types of preparations. The pharmacy of the new synthetic drugs receives due attention. *(Prerequisite: Pharmacy I. Laboratory fee, $5.00 per semester. A year course starting either semester; 3 class and 2 laboratory periods per week. Credit, 5 year-hours. Professor Husa, Professor ——————)*

PHARMACY III.—*Prescriptions and Dispensing.*—A course in which the history of the prescription is studied. Instruction is given in prescription reading and translation, the Latin phrases of prescriptions, incompatibilities. Each student will be given practice in dispensing. Attention will also be given to the laws governing the practice of pharmacy, and to the

*To be supplied.

pharmacists' liability, both criminal and civil, for their own violation of laws and for violations on the part of their agents. *(Prerequisites: Pharmacy I and II. Laboratory fee, $5.00. Second semester; lectures, recitations and laboratory work: 3 hours. Credit, 1 1-2 year-hours. Professor Husa, Professor ————————)*

PHARMACY V.—*Pharmaceutical Arithmetic.*—The practice of pharmacy requires a knowledge of some operations of arithmetic not touched upon in secondary schools. This course teaches the application of arithmetic to pharmacy, and includes a thoro study of the systems of weight and measure in use in the United States, and their relation to each other. Problems are solved which involve the use of alligation. *(First semester; 3 hours. Credit, 1 1-2 year-hours. Professor Husa.)*

PHARMACY VI.—*Drug Analysis.*—A course which deals with the theory and practice of drug analysis especially in its application to substances and preparations of the United States Pharmacopoeia. The student makes assays in the laboratory that are typical of the various classes of assaying processes of the U. S. P. A study is made of the principles upon which each assay is based. *(Prerequisites: Pharmacy I and II, Chemistry I, III, V, and VII. Laboratory fee $5.00. First semester; 3 hours. Credit 1 1-2 year-hours. Professor Husa, Professor ————————.)*

COURSES FOR ADVANCED STUDENTS AND GRADUATES

PHARMACY VII.—*Manufacturing Pharmacy.*—A course dealing with the apparatus and processes used in the manufacture on a factory scale of pharmaceuticals, biologicals, flavoring extracts, etc. The course includes laboratory work on a semi-commercial scale. *(Laboratory fee, $5.00. First semester; 5 hours. Credit, 2 1-2 year-hours. Professor ——.)*

PHARMACY VIII.—*Perfumery and Cosmetics.*—A study of the source and preparation of perfumes, the estimation of their quality and the detection of adulteration. The course also deals with the manufacture of cosmetics, tooth pastes, preparations for the hair, antiseptic washes, etc. *(Laboratory fee $5.00. Second semester; 5 hours. Credit, 2 1-2 year-hours. Professor ————————.)*

PHARMACY IX.—*Commercial Pharmacy.*—A course dealing with the management of the retail pharmacy. A study is made of business management, including retail buying, advertising, salesmanship and accounting. *(Second semester; 3 hours. Credit, 1 1-2 year-hours. Professor Husa.)*

PHARMACY X. — *Advanced Commercial Pharmacy.*—A study of the business methods of the manufacturer, wholesaler and retailer. The course includes the fundamentals of commercial law, banking and insurance. *(First semester; 3 hours. Credit, 1 1-2 year-hours. Professor Husa.)*

PHARMACY XI.—*Advanced Drug Analysis.*—An advanced course in the analysis of natural and synthetic drugs and medicinal preparations. *(Laboratory fee $5.00. 3 hours. Credit, 1 1-2 year-hours. Professor Husa.)*

PHARMACY XII.—*Pharmacy Seminar.*—Assigned readings, followed by reports and discussions of current advances in pharmaceutical research. *(First and second semesters; 1 hour. Credit, 1-2 year-hour. Professor Husa.)*

PHARMACY XIII.—*Pharmaceutical Research.*—Facilities are available for research along many lines, including incompatibilities, drug analysis, pharmaceuticals, toilet preparations, etc. *(Laboratory fee $5.00 for each semester. 2 to 10 hours. Credit, 1 to 5 year-hours. Professor Husa, Professor ————————.)*

PHARMACOLOGY

Professor Sweet

These courses offer training in therapeutics of approved medicinal drugs, and consist of physiological and therapeutic effects of active principles of animal, plant and mineral drugs. Opportunities are offered for advanced and research study.

PHARMACOLOGY I.—Classification, preparation, uses, effects of all official drugs. Lectures and recitations. *(Prerequisite: Pharmacognosy II. First semester; 4 hours. Credit, 2 year-hours. Professor Sweet.)*

PHARMACOLOGY III.—Study and use of drugs by animal experimentation. Posology properties, standardization, danger and limits of drug use. Lectures, recitations and laboratory. *(Prerequisite: Pharmacology I. Laboratory fee $5.00.*

Second semester; 4 hours. Credit, 2 year-hours. Professor Sweet.)

PHARMACOLOGY V.—Work for graduates and approved undergraduates in therapeutics and analytical technique of isolation of active principles. *(Laboratory fee $5.00 for each semester. 2 1-2 to 5 hours. Credit, 1 1-4 to 2 1-2 year-hour. Professor Sweet.)*

PHARMACOLOGY VI.—Work for graduates and approved undergraduates in immunology. Lectures and laboratory of the theory and practice of serums, vaccines, enzymes, secretions, etc. *(Laboratory fee $5.00 for each semester. 2 1-2 to 5 hours. Credit, 1 1-4 to 2 1-2 year-hours. Professor Sweet.)*

PHARMACOGNOSY

Professor————————*

These courses include the study of the source of plant drugs, growing of drug plants, methods of preparing for market of crude drugs. Includes the adulterant substances and preparation of refined drugs.

PHARMACOGNOSY I.—*Elementary Drug Study.*—Sources, structure, appearance of crude drugs. Names, classification and identification of vegetable drug plants. *(Lectures, recitations, laboratory. Laboratory fee, $5.00. First semester; 4 hours. Credit, 2 year-hours. Professor ————————)*

PHARMACOGNOSY II.—*Refined Drugs.*—Study of plants and plant parts of official and some unofficial drugs. Selection, preservation, evaluation of plant drugs. *(Lectures and recitations. Prerequisite: Pharmacognosy I. First semester; 4 hours. Credit, 2 year-hours. Professor ————————)*

PHARMACOGNOSY III.—Testing of plant drugs, methods of adulteration and detection of substitutes. Includes methods of cultivation and marketing. *(Lectures and recitations. (Prerequisite: Pharmacognosy II. Second semester; 4 hours. Credit, 2 year-hours. Professor ————————.)*

PHARMACOGNOSY IV.—Research work in the field on growing plants which yield medicinal substances. *(Field and laboratory work. Laboratory fee, $5.00 for each semester. 2 1-2 to 5 hours. Credit, 1 1-4 to 2 1-2 year-hours. Professor ——)*

*To be supplied.

PHARMACOGNOSY V.—Work on constituents of plant drugs, especially study of microscopy of drug powders. Adapted for graduates and approved undergraduates. *(Laboratory fee $5.00 for each semester. 2 1-2 to 5 year-hours. Professor ——————)*

OTHER DEPARTMENTS

Descriptions of courses in Chemistry, Biology, and other subjects taken by students in the College of Pharmacy may be found by reference to the index.

DIVISION OF HYGIENE

ALBERT W. SWEET, *Director*

G. C.Tillman, Physician to the University.
Miss Rosa Grimes, Nurse.
Miss Mildred Taylor, Assistant Nurse.

INSTRUCTION

HYGIENE I*a*.—Instruction by lecture, recitation and written exercise in general and individual hygiene. Course comprises educational, informational, defensive and constructive hygiene, with especial reference to infectious diseases, causes, effects and prevention; sex hygiene and social diseases; the general features concerning the destructive agents of health. Required of all first year students. *(First semester; 1 hour. Acceptable for credit for pre-medical work by the American Medical Association. Professor Sweet.)*

HYGIENE I*b*.—Instruction by lecture and written exercise in personal hygiene. Course supplements Hygiene I*a*. Subject matter: Factors of Hygiene, Destructive and Constructive Agents of Health. *(First semester; 1 hour. Elective for students who have satisfied prerequisite of Hygiene Ia. Professor Sweet.)*

HYGIENE II.—Instruction by lecture in the common groups that make up the community. Treats of the hygiene of the family, school, industry, farm, institution, and other groups which are typical of every village or town. *(First semester; 2 hours. Elective for students who have satisfied prerequisite of Hygiene I. Professor Sweet.)*

HYGIENE III.—Instruction by lecture in the intergroup factors of community, state, nation. Treats of water supply, sewage disposal, garbage disposal, streets, infectious diseases, disinfection, fumigation, clinics and other destructive and constructive elements of community, state and national health. *(Second semester; 2 hours. Elective for students who have satisfied prerequisite of Hygiene I. Professor Sweet.)*

HYGIENE IV.—Instruction by lecture in the pathogens of human disease. Presents the cultural, historical, and hygienic aspects of the infectious diseases. *(Two hours lecture and two*

hours laboratory; second semester. Elective for students who have completed one semester of general bacteriology. Professor Sweet.)

MEDICAL ASSISTANCE

CONSULTING CLINICIANS.—Drs. Smith, Dell.

PHYSICAL EXAMINATION.—Regular medical examinations are offered twice yearly, and in particular cases more frequently. Opportunity is offered for individual and private conference with the University Physician, the Director of the Department or assistants. Drs. Sweet and Tillman.

MEDICAL SERVICE.—The University Physician keeps hours daily at the University Infirmary for purposes of consultation. Infirmary care is provided for those requiring it. Constant bed-side care is given by resident registered nurse. Nursing service day and night in emergency cases is afforded. Dr. Tillman and Miss Grimes.

DIVISION OF ATHLETICS AND PHYSICAL EDUCATION

J. L. White, Jr., *Director, Physical Education and Athletics.*

R. G. Manchester, *Professor of Physical Education and Coach of Minor Sports.*

H. L. Sebring, *Assistant Director, Physical Education and Major Sports.*

W. C. Cowell, *Assistant Director, Physical Education and Coach of Freshman and Major Sports.*

————————, *Instructor of Physical Education.*

The Department has been reorganized and is conducted for the purpose of giving every student a thoro course in general physical training under proper supervision and expert teachers, and to give opportunity and encouragement to participate under the direction of skilled coaches in various forms of competitive athletics for the educational and training values that come from such experience. Every effort is made to conserve the time required of candidates for intercollegiate teams and to promote in practice and contest, ideals of sportsmanship and fair play. At the same time the extension among all students of participation in various forms of competitive athletics is vigorously promoted thru a large variety of intra-mural and minor sports contests, indoor and out. Great emphasis is placed upon outdoor work in Florida's wonderful climate.

A thoro physical examination is made of each student on entering the University, on the basis of which he is given advice and direction as to his physical activities during his college course. This enables the student to secure the greatest values from this phase of his college work. This physical examination is supplemented by periodical examinations required of all those students who are candidates for competitive teams and of those who are below par physically as a result of either illness, improper development, or some other physical handicap. Yearly examinations are optional to other upper classmen. Special classes are arranged for those

needing special work of a corrective nature, and for those having physical disabilities. No violent or dangerous exercises are permitted.

Every freshman and sophomore is required to take a course in physical education for three periods a week thruout the year. College credit is given for this. One year of this consists of gymnasium work, composed of calisthenics, introductory apparatus work, advanced apparatus work, group games and mass athletics. The gymnasium work can either be taken one semester each year or it can all be taken in one year. This course is designed to improve body control and physical alertness; to establish habits of regular exercise and to give an experience in various kinds of recreative sports that will be useful in later life.

The second year of this consists of games and outdoor activities. The following are some of the athletic games students can elect: football, tennis, basketball, soccer, baseball, swimming, track, volleyball, hand ball, boxing, wrestling, speed ball, etc. Groups will be formed and each student can elect his group of games, and as far as possible special instruction will be given each group while actively engaged in that sport.

Every encouragement and facility is placed at the disposal of the upper class students to take part in the intramural and inter-collegiate athletic sports on account of their body-building, social and character-forming values.

ATHLETIC COACHING

In order to meet the increased demand for competent coaches in our state high schools an opportunity is given to students to attend the regular "chalk talks" and theoretical discussions held for the University teams in football, baseball, track and basketball. The following courses are given by the coaches of the Major Sport teams.

COACHING I.—*Football.—(Recitation 2 hours; field work 4 hours; 1-2 semester. Credit, 1 year-hour. First semester.)*

COACHING II.—*Basketball.—(Recitation 2 hours; field work 4 hours; 1-2 semester. Credit, 1 year-hour. First semester.)*

COACHING III.—*Track.—(Recitation 2 hours; field work 4 hours; 1-2 semester. Credit, 1 year-hour. Second semester.)*

COACHING IV.—*Baseball.—(Recitation 2 hours; field work 4 hours; ½ semester. Credit, 1 year-hour. Second semester.)*

PHYSICAL EDUCATION

PHYSICAL EDUCATION I.—*Elementary Gymnastics.*—Instruction given in free exercises for general development and muscular co-ordination. Elementary work on apparatus emphasizing form, approach and execution. *(2 hours; 1 semester. Credit, 1-2 year-hours. Dr. Manchester.)*

PHYSICAL EDUCATION II.—*Outdoor Activities.*—Instruction and play in soccer; tennis; football; speed ball; basketball; playground ball; track and baseball. *(2 hours; 1 semester. Credit, ½ year-hour. Dr. Manchester.)*

PHYSICAL EDUCATION III.—*Advanced Gymnastics.*—Advanced work on mat; rings; heavy apparatus; nomenclature; skill; form and accuracy of execution. Practice work in leading classes. *(2 hours; 1 semester. Credit, ½ year-hour. Dr. Manchester.)*

PHYSICAL EDUCATION IV.—*Outdoor Activities.*—Instruction and play in swimming; hockey; golf; volley ball; handball; boxing; wrestling; and cage ball. *(2 hours; 1 semester. Credit, ½ year-hour. Dr. Manchester.)*

PHYSICAL EDUCATION V.—*Leaders Class.*—Special instruction to those showing proficiency in Courses I and III, preparing them in the more advanced gymnastic work. Theory and practice in class management and working out programs in physical education. Around this class as a nucleus is formed the gymnastic team which gives an annual exhibition, and from this class is chosen the team for inter-collegiate competition in gymnastics. *(2 hours; 2 semesters. Credit, 1 year-hour. Dr. Manchester.)*

DIVISION OF MILITARY SCIENCE AND TACTICS

Reserve Officers Training Corps
Senior Infantry Unit

A. C. Tipton, *Major, Infantry, U. S. Army, Commandant of Cadets and Professor of Military Science and Tactics.*

F. M. Brennan, Captain, Infantry, U. S. Army,
L. W. Amis, Captain, Infantry, U. S. Army,
E. M. Yon, Captain, Infantry, U. S. Army,
F. H. Bain, Captain, Infantry, U. S. Army,
Assistant Professors of Military Science and Tactics.
Kay McCallister, First Sergeant, U. S. Army,
D. B. Hundley, Sergeant, U. S. Army,
Joe. S. Harrison, Sergeant, U. S. Army,
Norman K. Jackson, Sergeant, U. S. Army,
Instructors, Military Science and Tactics.

Authority.—The authority for the maintenance of the Reserve Officers' Training Corps will be found in the National Defense Act, June 3, 1916, as amended by the act of June 4, 1920. This act and the amended act provide for the maintenance, at colleges, of units of the Reserve Officers' Training Corps, and authorizes the Secretary of War to furnish the necessary supplies and provide a standard course of instruction.

Object.—These units were authorized by Congress for the purpose of providing a corps of reserve officers to lead our augmented armed forces in time of war. The war with Germany has shown conclusively that we must depend upon college men for our additional officers. It is a part of the approved military policy of the people of the United States to maintain a small standing army. When the nation is drawn into war and large additional armed forces are raised it is necessary that they be provided with trained officers. A study of our military history shows that many lives have been sacrificed in the past because of the scarcity of officers capable of leading men in combat. The Government has attempted to rectify this by training young men in college so that if war comes they may step into positions of leadership and acquit themselves creditably.

REGISTRATION FOR MILITARY TRAINING.—All students, except law students and students taking vocational training, will be required to register in Military Science I and II. Cards for that purpose can be obtained from the office of the Professor of Military Science and Tactics, and will be filled out and returned to the same office on the day of registration. Requests for exemption in military training may be made in the proper space on the card and will be acted upon by the Professor of Military Science and Tactics. Exemptions will be granted to graduate students, juniors and seniors who have completed the basic course, citizens of foreign countries, students taking the short courses in Agriculture of one year or less, the physically disqualified, and those who are more than 22 years of age at date of original entry into the University. All students so excused, who are taking a course leading to a degree must take additional academic work to compensate for the loss of credits in military training. A physical examination is given to all students in the fall of the year and exemptions on account of physical disability can only be granted as recommended by the school physicians conducting this examination.

ACCEPTED CREDITS.—Credit for work in a Reserve Officers' Training Corps unit similar to the one at the University of Florida will be given all students who present duly authenticated credentials. Those students from senior units of the Reserve Officers' Training Corps will be given the full equivalent credit; those from junior units, partial credit for two or more years of military training as determined by their standing in the Junior unit and their demonstrated ability. Duly authenticated credentials must be presented in every case before credits can be given.

ORGANIZATION.—*Equipment, Camps.*—The War Department has laid out a standard course of instruction covering a period of four years. This is divided into the basic and advanced courses, each covering a period of two years.

The basic course is compulsory as outlined above, and is usually pursued during the freshman and sophomore years, but must be taken prior to graduation and in two consecutive years. The War Department issues to the basic course students a complete uniform, except shoes, and necessary equipment, free of charge. A six-weeks Summer Camp is optional with

the course. These camps afford a fine opportunity for the student to improve his military knowledge and to engage in healthful recreation. He is surrounded by every moral safeguard and provided with every recreation and healthful amusement that a young man could wish. Chaplains look after his moral welfare, and every effort is made to improve him mentally, morally, and physically. The War Department pays all expenses, including mileage, rations, medical attendance, clothing and laundry service.

Students who complete the basic course and are selected by the Professor of Military Science and Tactics and the President of the University, may elect the advanced course. Students electing this course are expected to carry it to completion as a prerequisite to graduation. Upon its completion those students recommended by the Professor of Military Science and Tactics and the President of the University, will upon their own application be offered a commission in the Infantry Reserve Corps, United States Army. Students in the advanced course are given the same allowances as the basic course students and in addition commutation of the garrison ration. An advanced course Summer Camp is compulsory usually between the junior and senior years. All the expenses are paid as outlined for the basic course camp and in addition the pay of the seventh grade, U. S. Army.

Students are required to purchase a uniform shoe of army design, and to pay one dollar registration fee for the safekeeping of the uniforms and equipment, which remain the property of the United States. A supply of these shoes is kept by the University and sold at the wholesale price.

COURSES OF INSTRUCTION

INFANTRY

Basic Course

MILITARY SCIENCE I.—Freshman year, first and second semesters. Lectures, recitations, drills, calisthenics, and ceremonies. *(6 hours a week. Credit, 2 year-hours.)*

The work is divided as follows:

(a) Practical.—Infantry drill, school of the soldier, squad platoon, company and ceremonies; gallery and rifle firing; scouting and patrolling; setting up exercises and mass play; organization; infantry equipment.

(b) Theoretical.—Infantry drill regulation, the school of the company and ceremonies; theory of rifle marksmanship; minor tactics; security; military courtesy.

MILITARY SCIENCE II.—Sophomore year, first and second semesters. Lectures, recitations, drills, calisthenics, and ceremonies. *(Prerequisite: Military Science I. 6 hours a week. Credit, 2 year-hours.)*

The work is divided as follows:

(a) Practical.—Command and leadership; ceremonies; setting up exercises and mass play; gallery, rifle and automatic rifle firing; bayonet drill; rifle and hand grenades; musketry.

(b) Theoretical.—First aid; military hygiene and sanitation; map reading, topography and military sketching; musketry, theory of fire, target designations and recognition, control of fire.

ADVANCED COURSE

MILITARY SCIENCE III.—Junior year, first and second semesters. Elective. Lectures, recitations, command and leadership. *(Prerequisite: Military Science II. 6 hours a week. Credit, 2 year-hours.)*

The work is divided as follows:

(a) Practical. — Command and leadership; gallery, rifle, machine gun, 37 mm. gun, and trench mortar firing; field engineering.

(b) Theoretical. — Field engineering, defenses, obstacles, demolitions, roads, bridges; machine guns, platoon drill and mechanism, theory of direct and indirect fire; elements of international law; military law.

MILITARY SCIENCE IV.—Senior year, first and second semesters. Elective. Lectures, recitations, command and leadership. *(Prerequisite: Military Science III. 6 hours a week. Credit, 2 year-hours.)*

The work is divided as follows:

(a) Practical. — Command and leadership; gallery, rifle and pistol firing; tactical walks, patrols, covering detachments, offensive and defensive operations.

(b) Theoretical.—Military history and policy of the United States; administration; minor tactics.

DIVISION OF REHABILITATION

For Disabled World War Veterans

Professor Buchholz, Counselor

It is the aim of the instructors to discover and to cultivate the talent of the rehabilitation men and thus to prepare them to fill successfully their stations in life.

Special courses in arithmetic, reading, writing, and elementary agriculture are given to those who have not finished the common-school grades. Provision is made even for those who can neither read nor write.

COLLEGE OF AGRICULTURE

The Dean and the Counselor aid the student in selecting his studies, so that the knowledge acquired may be of the greatest practical value to him after the completion of his work at the University.

Men able to satisfy the entrance requirements may select from the courses offered in this College.

A model farm of fifteen acres is being operated by elementary men under the direction of experts in poultry, gardening, farming, and fruit growing.

COLLEGE OF ENGINEERING

Vocational men able to satisfy entrance requirements may select from the courses offered in this college.

Those who have finished plane trigonometry may also enter for advanced courses and, if they wish to become candidates for a degree, may make up deficiencies in entrance requirements in the Normal School.

COLLEGE OF LAW

Men who cannot satisfy the entrance requirements will be admitted as adult specials.

TEACHERS COLLEGE AND NORMAL SCHOOL

Men who can satisfy the entrance requirements may select courses preparing for teaching agriculture, trades and industries, or the usual high-school subjects; others, if they have finished the eighth grade, may enter upon courses preparing for teaching in elementary schools.

GENERAL EXTENSION DIVISION

BERT CLAIR RILEY, *Director*

FACULTY.—Burton W. Ames, Ella M. Allison, Ralph Stoutamire, Mary Ellen Foley, Julia Annette Keeler, Alice L. Allison, Earl C. Beck, Paul T. Manchester, W. S. Middleton, J. Hooper Wise, H. C. Johnson, Orton W. Boyd, R. U. Fittz, Louise E. Tewkesbury.

REGULAR FACULTIES of the University of Florida and the State College for Women cooperate.

SPECIAL LECTURERS AND INSTRUCTORS employed for Class Work and Short Courses.

The General Extension Division carries on extension activities for the Colleges of Arts and Sciences, Education, Engineering, and Law, of the University, and the College of Arts and Scienses and the Schools of Education, Physical Education, and Music, of the State College for Women. The work has been divided into four departments:

I. Extension Teaching.
II. Public Welfare.
III. Instruction by Lectures and Public Discussion.
IV. General Information and Public Service.

EXTENSION TEACHING

The Extension Teaching Department has been designed to give to all who cannot attend the University or College an opportunity to get instruction which may be a help and pleasure to them. This work is carried on thru (1) correspondence, (2) class, and (3) club study.

CORRESPONDENCE.—Correspondence study offers to everyone an excellent opportunity to advance in his vocation, obtain a degree, or to take courses for culture.

Review courses for teachers, high-school work for students in rural communities, college work for busy men and women, special vocational and trade courses for those who wish to advance in their line of work, and reading courses for those on the farm, in the shop, office, and home are offered. Many courses are given by the University thru the Colleges of Arts and Sciences, Education, Engineering, and Law; while special

work is given in Journalism and Business. At the College for Women, the College of Arts and Sciences and the Schools of Education, Physical Culture, and Music also offer correspondence courses.

CLASS.—Wherever advisable, extension classes will be organized. The work is supervised by faculty members of the University or of the State College for Women.

CLUB.—Thru club-study associated groups of people are given an opportunity to study and to keep in touch with the latest thought on cultural and professional subjects. A definite plan for cooperative study under a faculty member is provided.

PUBLIC WELFARE

Thru the Public Welfare Department short courses, community institutes, conferences and surveys are directed by the General Extension Division. Assistance is given to all clubs, societies, public boards, and other agencies working for the public good and community advancement.

SHORT COURSES.—Courses are conducted for the benefit of all interested citizens.

COMMUNITY INSTITUTES AND CONFERENCES.—Thru the conference and the community institute an opportunity is given to make systematic investigation, and to carry on necessary discussion concerning problems interesting the entire community.

INSTRUCTION BY LECTURES AND PUBLIC DISCUSSION

Since the mass of our citizens must get much of their instruction and information and must formulate their opinions on present-day questions concerning the community, state, and nation thru lectures and public discussion, a lecture bureau is maintained by the Division and every effort is made to encourage people to get together in a community forum, in order that a majority decision may be reached and action may be taken.

LECTURE BUREAU.—The University offers thru this Bureau lectures by prominent citizens, faculty members, and speakers from other universities and states. These lectures are technical, informational, or inspirational in character. When ample

notification is given, speakers will be furnished to women's clubs, commercial clubs, for teachers' institutes, commencement addresses, and other special occasions.

PUBLIC DISCUSSION BUREAU.—To assist in the development of the community forum, material will be lent on current questions and present-day problems and suggestions will be given for organization and program building.

HIGH SCHOOL DEBATING LEAGUE.—Debate is one of the best methods of presenting present day problems; consequently, a High School Debating League is being conducted for the first time during 1924-25.

GENERAL INFORMATION AND PUBLIC SERVICE

In addition to disseminating the stores of information obtainable thru the faculties of the University of Florida and of the State College for Women, the General Extension Division will otherwise help individuals and communities solve their present-day problems.

Every effective means of assisting the people will be employed. Under this Department are found (1) the Bureau of Public Information and Library Service, (2) the Public School and Community Center Bureau, (3) the Bureau of Visual Instruction, and (4) the Publications Bureau.

Bureau of Public Information and Library Service.—This Bureau will, in answer to reasonable requests for help on any problem confronting the individual or community, act as a clearing-house for all kinds of information.

Package libraries and reference books are lent to citizens.

Story books suitable for children of all grades are sent to teachers to read to their students.

Traveling libraries are being furnished to schools.

Current events and circulating book-clubs are suggested and aided.

Club study outlines and guides for home reading are offered.

Public School and Community Center Bureau.—This Bureau assists teachers and citizens, and organizations who realize the value and necessity of developing the school house

or some other central place of meting as a Community Center, and of offering the proper kind of play and recreation for children of all ages as well as adults.

The services of a specialist for advice on public recreation and playground equipment is offered free to interested communities and teachers, and others are given every necessary help in becoming local leaders.

Aid is given in putting on community programs. Plays, recitations and pageants are lent to societies, clubs and schools. Talking machine records in sets making up complete programs, accompanied by lecture material, will be furnished to farmers' clubs, women's organizations, churches and schools.

Teachers are furnished educational magazines of value to them in their profession.

Questions will be answered and special effort will be made to render service to officials, parent-teacher associations and other organizations seeking information on school problems.

Visual Instruction Bureau.—Instruction thru the medium of the eye is known to be one of the most effective ways of reaching many people; therefore, by cooperating with the large corporations, bureaus, and departments of the United States Government, the General Extension Division can supply clubs, schools, and communities with slides and motion-picture reels for instruction and entertainment. Lecture outlines accompany the slides.

A collection of prints and pictures are also distributed.

PUBLICATIONS BUREAU.—Informational bulletins and articles on subjects of general interest are published and distributed.

Address all communications to the Director, General Extension Division, University of Florida.

REGISTER

DEGREES AND CERTIFICATES

MAY 27, 1924

IN COURSE

Master of Science

Bray, James Lowry, A.B. (Ogden), 1923.....Bowling Green, Kentucky
Hubbard, Donald, B.S.C.E., 1923.....Terra Ceia, Florida

Master of Arts in Education

Walker, Judson Buron, A.B. Ed., 1922.....Baker, Florida

Civil Engineer

Bushnell, Byron Earle, B.S.C.E., 1920.....Tampa, Florida
McCallum, Hugh Haynesworth, B.S.C.E., 1919.....Quincy, Florida
Swanson, Frank Marion, B.S.C.E., 1914.....West Palm Beach, Florida
Van Camp, Roy K., B.S.C.E., 1916.....Bradentown, Florida

Electrical Engineer

Becker, Niels Richard Alwyn, B.S.E.E., 1914.....Pablo, Florida

Juris Doctor

Earnest, Robert Lee, Jr., A.B., 1922.....West Palm Beach, Florida
Farrior, J. Rex, A.B., 1916.....Chipley, Florida
Ferguson, Thomas Sherod, A.B., 1923.....Lake City, Florida
Milam, George Walton, A.B., 1922.....Jacksonville, Florida
Polhill, John Carter, A.B., L.L.B. (Mercer), 1923.....Lakeland, Florida
Sale, Thomas, A.B., 1922.....Chipley, Florida
Smithwick, William Vereen, A.B. (George Washington), 1922 —Pensacola Florida.
Stein, Maurice, A.B., 1923.....Tampa, Florida

Bachelor of Arts

Busbee, Edgar Burton.....Williston, Florida
Davies, Clyde Thomson.....Gainesville, Florida
Fussell, Carroll Wilbur.....Webster, Florida
Gracy, John Shirley.....Gainesville, Florida
Hansen, Kenneth Kalmar.....Tallahassee, Florida
Hinckley, Elmer Dumond.....Jacksonville, Florida
McDowell, David Franklin.....Gainesville, Florida
Markham, Joseph Henson.....Lake City, Florida
Middleton, William Sylvester.....Pomona, Florida
Pierce, Robert Samuel, Jr.....Marianna, Florida
Sias, Richard Alan.....Orlando, Florida
Wise, Jacob Hooper.....Gainesville, Florida
Woodbery, Edward Benson.....Quincy, Florida
Yeats, Milton Leonidas.....Tampa, Florida

Bachelor of Arts in the Social Sciences

Hurst, Huber Christian.....Gainesville, Florida
Mathis, Thomas Otis.....Paxton, Florida

Bachelor of Science

Cody, Willis Judson.....Babson, Florida
Edwards, Henry Leitner.....Gainesville, Florida
Harris, Pete.....Tampa, Florida
Hazard, John Beach.....Jacksonville, Florida

Bachelor of Science in Agriculture

Abbott, Fred Potter ..... Gainesville, Florida
Baker, Milledge Alpheus ..... O'Brien, Florida
Buckley, Rolf Kennard ..... Gainesville, Florida
Collins, Crenshaw Caleb ..... Bartow, Florida
Crowley, William Jasper ..... Miakka, Florida
Davis, Orville, Rhoads ..... Miami, Florida
Dupont, Louis Eugene ..... Daytona, Florida
Geiger, Thomas Jefferson ..... Wellborn, Florida
Hansbrough, John Herndon ..... Tampa, Florida
Martell, Grant Arthur ..... Fellsmere, Florida
Ormsby, Aubrey Cartwright ..... Larkins, Florida
Pomeroy, William Harold ..... Orlando, Florida
Pryor, George Washington ..... Mary Esther, Florida
Strickland, Judson William ..... Homestead, Florida
Van Cleef, Clinton Booth ..... Glennwood, Florida
Wilson, Vern William ..... Kissimmee, Florida

Bachelor of Science in Chemical Engineering

Malphurs, Ojus ..... High Springs, Florida

Bachelor of Science in Civil Engineering

Booth, David Estein ..... St. Petersburg, Florida
Danison, Robert ..... St Petersburg, Florida
Ferris, George Floyd ..... Jacksonville, Florida
Keen, William Harrington ..... Bradentown, Florida
Pomeroy, Stewart Lines ..... Jacksonville, Florida
Trimble, Robert Cochran, Jr. ..... Bradentown, Florida
Wesson, Leonard Allison ..... Tallahassee, Florida
Williams, Irvine De Berry ..... Tampa, Florida

Bachelor of Science in Electrical Engineering

Bearss, Clyde Ivan ..... Tampa, Florida
Calhoun, George Arthur ..... Pensacola, Florida
Curtis, Gilbert ..... Tampa, Florida
Friedman, Jacob Wolf ..... Pensacola, Florida
Harrison, George Oliver ..... Ft. Lauderdale, Florida
Peeples, Earle Edward ..... Lake Butler, Florida
Roberts, Hugh, Jr. ..... Miami, Florida

Bachelor of Science in Mechanical Engineering

Babson, John Capron ..... Atlantic Beach, Florida
Durst, Bernard King ..... Gainesville, Florida
Mellor, John William ..... Jacksonville, Florida
Stansfield, Harold Campbell ..... Tampa, Florida

Bachelor of Laws

Boswell, Clarence Alexander, Jr. ..... Bartow, Florida
Brinson, Paul Hardee ..... Gainesville, Florida
Byrd, John Curtis ..... Tallahassee, Florida
Cobb, Otis Milton ..... Sanford, Florida
Ellis, Elgar Percy ..... Fort White, Florida
Emmert, Paul ..... Bradentown, Florida
Gaskin, Shelby Gunn ..... Blountstown, Florida
Gray, Henry Latham ..... Gainesville, Florida
Hartridge, Benjamin Dillon ..... Jacksonville, Florida
Hendry, William Marion ..... Fort Myers, Florida
Hitchcock, George Randolph ..... Jacksonville, Florida
Lewis, Roger Kenneth ..... West Palm Beach, Florida
Lilienthal, Henry Franklin ..... Jacksonville, Florida
McCorkle, Edward Porter ..... Lakeland, Florida

McMullen, Chester Bartow ..... Largo, Florida
Rutledge, Ernest ..... Brooksville, Florida
Stephens, Malcolm Leslie ..... St. Augustine, Florida
Storm, Francis Fernando, Jr. ..... Clearwater, Florida
Sweat, William Earnest ..... Mulberry, Florida
Williams, Herbert Augustus ..... Jacksonville, Florida

Bachelor of Arts in Education

Clayton, Erwin Americus ..... Aucilla, Florida
Hait, Kenneth Blaisdell ..... Lynn Haven, Florida
Hinson, Murphy Roy ..... Hinson, Florida
Taylor, Franklin Francis ..... Gainesville, Florida
Wheeler, Joseph Drew ..... Gainesville, Florida

Bachelor of Science in Education

McDonald, Jackson Henson ..... Fort Pierce, Florida

AUGUST 1, 1924

Bachelor of Arts in Education

Bouchelle, Anne Virginia ..... DeLand, Florida
Chaffer, Herbert Jones ..... Longwood, Florida
Du Vall, Wallace Odell ..... Hampton, Florida
Simmons, Evalyn McNiel ..... Panama City, Florida
Sister Mary Agnita ..... South Jacksonville, Florida

Bachelor of Science in Education

Dorsey, Anne Elizabeth ..... Gainesville, Florida
Sister Mary Constance ..... Jacksonville, Florida
Sister Mary Kevin ..... Miami, Florida
Sister Mary Regina ..... St. Augustine, Florida

Normal Diploma

Campbell, Monroe, Jr. ..... Pensacola, Florida
Fogg, Grace Dell ..... Graham, Florida
Hodges, Corinne Elliott ..... High Springs, Florida
Hodges, Myra ..... Orlando, Florida
Hudnall, Frank Samuel ..... Gainesville, Florida
Hudnall, John Mayes ..... Gainesville, Florida
Lawhorne, Carl Tillman ..... Hampton, Florida
Leonard, Lillie May ..... Dowling Park, Florida
Peeler, Ruth Beatrice ..... Gainesville, Florida
Ramsey, Louie Randall ..... Gainesville, Florida

MAY 27, 1924

Commission as Second Lieutenant, U. S. A., Reserve Corps, Infantry

Babson, John Capron ..... Atlantic Beach, Florida
Baker, Milledge Alpheus ..... O'Brien, Florida
Braddock, Heyward Milhollin ..... Crescent City, Florida
Davies, Clyde Thomson ..... Gainesville, Florida
Davis, Orville Rhoads ..... Miami, Florida
Geiger, Thomas Jefferson ..... Wellborn, Florida
Hait, Kenneth Blaisdell ..... Lynn Haven, Florida
Keen, William Harrington ..... Bradentown, Florida
Martell, Grant Arthur ..... Fellsmere, Florida
Matthews, Jackson Clifford ..... Trenton, Florida
Merrin, Joe Knox ..... Plant City, Florida
Peeples, Earle Edward ..... Lake Butler, Florida
Perry, Henry, Jr. ..... Wildwood, Florida
Pomeroy, Stewart Lines ..... Jacksonville, Florida

Rambo, David Alva ..... Orlando, Florida
Scotten, Rawley Wilson ..... Gainesville, Florida
Summers, Charnelle Hodges ..... West Palm Beach, Florida
Trimble, Robert Cochran, Jr ..... Bradentown, Florida
Weatherwax, Olustee Kenneth ..... Tampa, Florida

Certificate in Lieu of Commission

Brown, Herbert Clifton ..... Lawtey, Florida
Hansen, Kenneth Kalmar ..... Tallahassee, Florida
Markham, Joseph Henson ..... Lake City, Florida
Mellor, John William ..... Jacksonville, Florida

PHI KAPPA PHI HONOR SOCIETY

1924-1925

College of Arts and Sciences

Byrd, Wallace ..... Bradentown, Florida
Dyer, Borden McLeod ..... West Palm Beach, Florida
Mason, Ernest Edward ..... Century, Florida
Vaughn, Robert James ..... High Springs, Florida
Wyatt, Milton Hans ..... Bradentown, Florida
Wiig, Paul Orlando ..... Wahpeton, N. D.

College of Agriculture

Speer, Herbert Lawson ..... Leslie, Georgia
Smith, Harry Marion ..... Winter Garden, Florida
Sixma, George Gordon ..... Lake Helen, Florida
Musselwhite, William ..... Homestead, Florida

College of Engineering

Atanasoff, John Vincent ..... Bradley Junction, Florida
Bentley, Ernest Ellis ..... Orange Park, Florida
Langford, John Kirby ..... Alachua, Florida

College of Law

Dalton, Joseph William ..... Tampa, Florida

Teachers College

Brown, Marcus Homer ..... Westville, Florida
Johnson, Arthur Fielbeen ..... Laurel Hill, Florida
Schild, Rudolph Henry ..... Gruetli, Tennessee

Summer School, 1924

DuVall, Wallace Odell ..... Hampton, Florida
Simmons, Evalyn McNiel ..... Panama City, Florida

MEDALS AND HONORS

Freshman-Sophomore Declamation Contest ..... Charles W. McKeown
Junior Oratorical Contest ..... Cyrol O. Bratley
Senior Oratorical Contest ..... Curtis Byrd
Faculty Loving Cup ..... Marshall Debating Society

Keys to Senior Participants in Intercollegiate Debates—

Erwin A. Clayton	Sam W. McInnis*
Thomas S. Ferguson	Thomas Sale
L. W. Jennings*	Maurice Stein

Agricultural College—Georgia Agricultural College Debaters' Cup —Florida

*Alumnus.

Florida Division, U. D. C., Essay Medal.....Medlin H. Langworthy

Loving Cup for Best All-round Athletic Services by Graduate
—J. Rex Farrior

Gold Football to Graduate Member Varsity Football Team
—Stewart Pomeroy

Medal, Best-drilled Cadet .....Hayford O. Enwall

Saber and Sam Brown Belt to Captain Best-drilled Company
—David A. Rambo

Saber and Sam Brown Belt for General Military Excellence
—Cadet Major Kenneth B. Hait

Loving Cup, Fourth Corps Area Gallery Competition, Senior Division
—Florida

STUDENT ROLL 1924-1925

Name	Class	Home Address	County or State
Abernathy, James Greenwood	Arts Soph.	Ft. Lauderdale	Broward
Adamo, Phillip Scozzari	Engr. Fresh.	Tampa	Hillsboro
Adams, Wilbur Thomas	Ag. Fresh.	Lady Lake	Lake
Adkins, Elmer Maynard	Engr. Jr.	Lake Butler	Union
Aikin, Horace Dean	Arts Fresh.	St. Petersburg	Pinellas
Airth, Frank	Arts Soph.	Live Oak	Suwannee
Akerman, Emory Speer	Law Fresh.	Orlando	Orange
Albright, Geo. Ziegler	Arts Fresh.	Leesburg	Lake
Albury, Will	Law Jr.	Key West	Monroe
Alexander, Jake Shuman	Ag. Sr.	Tampa	Hillsboro
Alleman, Ferg Monroe	Arts Soph.	Orlando	Orange
Allen, Kibbee Russell	Engr. Soph.	W. Palm Beach	Palm Beach
Allen, Wm. Dawson	Arts Special	Palatka	Putnam
Allison, James Dutton	Arts Fresh.	Eustis	Lake
Allison, Jno. McLean	Law Fresh.	Gainesville	Alachua
Allyn, C. Lewellyn	Teachers Fresh.	St. Petersburg	Pinellas
Anderson, Clifford Izlar	Arts Fresh.	Tampa	Hillsboro
Anderson, Edward, Jr.	Arts Fresh.	Jacksonville	Duval
Anderson, Ewing	Arts Sr.	Gainesville	Alachua
Anderson, Gilmore Overbacker	Arts Soph.	DeLand	Volusia
Anderson, Irwin Barnard	Arts Fresh.	St. Petersburg	Pinellas
Anderson, James Loomis	Pre-Med.	Alton	Lafayette
Anderson, James Nesbitt, Jr.	Arts Sr.	Gainesville	Alachua
Anderson, Marion Hernandez	Teachers Jr.	Madison	Madison
Anderson, Milam Ross	Pharmacy	Lake Wales	Polk
Anderson, Wm. Birt, Jr.	Arts Sr.	Inverness	Citrus
Anderson, Wm. Farris	Arts Jr.	Orlando	Orange
Anderson, Wm. Oliver	Law Fresh.	Orlando	Orange
Andrews, Jno. Pelham	Arts Fresh.	Mims	Brevard
Andrews, Lothair Benjamin	Teachers Jr.	Darlington	Holmes
Antuono, Louis Elmo	Arts Fresh.	Tampa	Hillsboro
Armstrong, Howard Mizner	Law Fresh.	Daytona	Volusia
Arnett, Wm. Tobias	Engr. Fresh.	Clermont	Lake
Arnold, Wm. Howe	Engr. Sr.	Eustis	Lake
Ashenhurst, James Graeme	Pharmacy	Monmouth	Illinois
Ashmore, Guy Errington	Arts Sp.	Gainesville	Alachua
Atanasoff, Jno. Vincent	Engr. Sr.	Bradley Junction	Polk
Atkinson, Wm. C.	Law Fresh.	Tallahassee	Leon
Auger, Francis	Arts Fresh.	Orlando	Orange
Autrey, Duncan	Arts Fresh.	Kissimmee	Osceola
Babers, Frank Hubert	Arts Jr.	Gainesville	Alachua
Baetzmann, Frederick Ernest	Ag. Fresh.	Chicago	Illinois
Baggott, Chas. Edward	Ag. Soph.	Lithia	Hillsboro
Baird, Donald James	Law Jr.	Jacksonville	Duval
Baker, Henry M.	Arts Sp.	West Palm Beach	Palm Beach
Balfe, Alex Merrill	Arts Fresh.	Jacksonville	Duval
Ball, James Andrew	Engr. Soph.	Tallahassee	Leon
Barfield, Robert Edward, Jr.	Arts Sr.	Gainesville	Alachua
Barnd, Merle Oliver	Arts Fresh.	St. Petersburg	Pinellas
Barnes, Charles Olin	Arts Jr.	Plant City	Hillsboro
Barnes, Carl Weddell	Arts Fresh.	Stuart	Palm Beach
Barnes, Herbert L.	1 yr. Ag.	Wauchula	Hardee
Barrineau, Thos. Lorren, Jr.	Ag. Soph. Teachers Soph.	Gonzalez	Escambia
Barrs, Jno. Murdoch	Law Jr.	Jacksonville	Duval
Barwick, Ennis Davies	Pre-Med.	Century	Escambia
Basch, Albert Curtis	Law Jr.	Hopkins	Brevard
Bass, Arthus Donald	Arts Fresh.	Fort Myers	Lee
Batchelder, Ivan Cobb	Arts Sr.	St. Petersburg	Pinellas
Bates, Darrel Marston	Arts Soph.	Ft. Lauderdale	Broward
Bayly, Cyril	Arts Fresh.	Clearwater	Pinellas
Baynard, Henry Swinton	Pre-Med.	St. Petersburg	Pinellas
Baynard, Robt. Seabrook	Law Jr.	St. Petersburg	Pinellas
Beasley, Jesse Bryant	Engr. Fresh.	Umatilla	Lake
Beatty, Edward Paul	Law Sr.	Jennings	Hamilton
Beck, Cecil Dupuis	Arts Fresh.	New Smyrna	Volusia
Bedell, Chester	Law Sr.	Jacksonville	Duval
Bee, Gerald Herbert	Law Fresh.	Sebring	Highlands
Beer, Frank	Law Sr.	Gainesville	Alachua
Bennett, Harold Bullard	Arts Fresh.	Orlando	Orange
Bennett, Morris	Pharmacy	Tampa	Hillsboro

Name	Class	Home Address	County or State
Bennett, Nelson Newton	Ag. Fresh	Cleveland	Ohio
Bentley, Ernest Ellis	Engr. Sr.	Orange Park	Clay
Berlack, Burton Francis	Ag. Jr.	Jacksonville	Duval
Bevan, Richard James	Arts Fresh	Madison	Madison
Beverly, Wm.	Teachers Sr.	Atlanta	Georgia
Bevis, Harold Wayne	Arts Soph.	Lakeland	Polk
Beyer, Adolph Harvey	Graduate	Gainesville	Alachua
Bichet, Stewart Anthony	Engr. Fresh	Auburndale	Polk
Bien, Max Robert	Law Sr.	Tallahassee	Leon
Bill, Charles Gurdon	Arts Soph.	Jacksonville	Duval
Bishop, Donald Emery	Pre-Med	Gainesville	Alachua
Bishop, Howard Wayne	Arts Soph.	Gainesville	Alachua
Bishop, Preston Robinson	Ag. Jr.	Oldsmar	Pinellas
Black, Arthur Keith	Arts Jr.	Lakeland	Polk
Black, Claude Barmer	Arts Soph.	Minneola	Lake
Black, David William	Normal	Lakeland	Polk
Black, Hal Newton	Arts Jr.	Gainesville	Alachua
Black, Robert Lucas, Jr.	Arts Fresh	Gainesville	Alachua
Black, Sherwood Witsell	Arts Fresh	Gainesville	Alachua
Blacklock, Raymond Wm.	Graduate	Gainesville	Alachua
Blackmon, Gulie Hargrove	Graduate	Gainesville	Alachua
Blair, Paul McCreary	Engr. Fresh	Clearwater	Pinellas
Blake, Edgar S.	Law Jr.	Chipley	Washington
Blake, James Yarbrough	Pharmacy	Tarpon Springs	Pinellas
Blakley, Henry Hilburn	Arts Soph.	Safety Harbor	Pinellas
Blatt, Jno. Frederick, Jr.	Arts Sr.	Gainesville	Alachua
Blitch, Lorimer Henry	Arts Fresh	Jacksonville	Duval
Blocker, Jno. Cromwell, Jr.	Law Fresh	St. Petersburg	Pinellas
Blossom, Wayne Alden	Teachers Fresh	Tampa	Hillsboro
Bockman, Roscoe Harold	Normal	Berne	Indiana
Boggs, Dean Frank	Arts Fresh	Jacksonville	Duval
Boggs, Jack Morey	Normal	Gainesville	Alachua
Bogue, Lincoln Chapman	Law Jr.	St. Petersburg	Pinellas
Bohen, Wm. Henry	Engr. Jr.	Live Oak	Suwannee
Bond, Jno. Sanford	Arts Sp.	Jacksonville	Duval
Boney, Ceacle DeWitt	Teachers Sr.	Wauchula	Hardee
Boney, Henry Tate	Teachers Fresh	Wauchula	Hardee
Bonsteel, Louis Spencer	Arts Jr.	Miami	Dade
Booth, Donald Carr	Engr. Soph.	Miami	Dade
Boozer, Elwin Claud	Arts Fresh	Lake City	Columbia
Borland, James Louden	Arts Fresh	Ocala	Marion
Bosse, Omar Rufus	Ag. Sp.	Lake Hamilton	Polk
Boswell, Robert Hillman	Engr. Fresh	Inverness	Citrus
Bouvier, Jno. Andre, Jr.	Arts Jr.	Jacksonville	Duval
Bowen, Floyd B.	Arts Jr.	Chipley	Washington
Bowen, Reeves	Law Sr.	Chipley	Washington
Bowman, Jno. Henry	Law Sr.	Coronado	Volusia
Boyce, Eldon LeRoy	Law Sr.	Miami	Dade
Boyd, Charles Fort	Arts Sp.	Jacksonville	Duval
Boyd, James Cody	Arts Fresh	Tavares	Lake
Boyd, John Davis	Arts Fresh	Jackson	Mississippi
Boyd, James Gordon, Jr.	Arts Special	Jacksonville	Duval
Boyd, Jno. Mann	Engr. Soph.	Clermont	Lake
Boyd, Robert James, Jr.	Law Sr.	Jacksonville	Duval
Boyd, Wm. Daniel	Ag. Soph.	Jacksonville	Duval
Bozeman, Jno. W.	Ag. V.	Blountstown	Calhoun
Bracken, Howard Milton	Ag. Sr.	Gainesville	Alachua
Braddock, Heyward Milhollin	Arts Sr.	Crescent City	Putnam
Braden, Walter Hopkins	Law Fresh	St. Petersburg	Pinellas
Bradley, Paul Conroy	Arts Fresh	Jacksonville	Duval
Bradley, Wm. Wand	Engr. Fresh	Bradentown	Manatee
Branch, Charles Hardin	Arts Fresh	Tampa	Hillsboro
Brandt, Christian Rowland	Teachers Soph.	Gainesville	Alachua
Brandt, Edward Frederic	Teachers Soph.	Gainesville	Alachua
Brash, Victor Gerard	Engr. Sr.	Tampa	Hillsboro
Bratley, Cyril Oliver	Ag. Sr.	Miami	Dade
Bratley, Homer Eells	Graduate	Miami	Dade
Brewton, Carey J.	Ag. Voc.	Gainesville	Alachua
Brice, Jno. Vernon	Arts Sp.	Island Grove	Alachua
Bridges, Edward Loos	Arts Fresh	Orlando	Orange
Briggs, Davy Jerue	Arts Fresh	Titusville	Brevard
Briggs, Gerald Brewer	Engr. Jr.	Zephyrhill	Pasco
Brinson, James Livingston	Arts Jr.	Madison	Madison
Brinson, Ras Peyton	Pre-Med	Starke	Bradford
Brokenshire, John Roy	Teachers Sp.	Gainesville	Alachua
Brooker, Marvin Adel	Ag. Jr.	Bell	Alachua

Name	Class	Home Address	County or State
Brooks, Geo. Gray, Jr.	Law Jr.	Key West	Monroe
Broome, Stockton, Jr.	Arts Fresh	Jacksonville	Duval
Brothers, Lionel Raymon	Arts Soph	Reddick	Marion
Brown, Arrington Oglesby	Arts Fresh	Leesburg	Lake
Brown, Anthony Waters	Teachers Fresh	Gainesville	Alachua
Brown, Emory Reginald	Engr. Fresh	Miami	Dade
Brown, Harris Brantley	Arts Fresh	Homestead	Dade
Brown, Harvey Baldwin	Ag. Fresh	Gainesville	Alachua
Brown, Lewis DeWitt	Engr. Soph	Jacksonville	Duval
Brown, Marcus Homer	Teachers Sr.	Westville	Holmes
Brown, Myron Howard	Arts Fresh	Jacksonville	Duval
Brown, Newton Walker	Engr. Fresh	St. Augustine	St. Johns
Brown, Robt. Atkisson	Arts Fresh	Jacksonville	Duval
Brown, Robt. Hamilton, Jr.	Engr. Fresh	Bartow	Polk
Brown, Richard Knowlton	Law Jr.	Jacksonville	Duval
Brown, Roy Renfroe	Arts Fresh	Gainesville	Alachua
Brownell, R. Montgomery	Arts Fresh	Baker	Okaloosa
Brown, Walter L.	Ag. V.	Manchester	Connecticut
Browning, Ralph Raymond	Engr. Soph	Gainesville	Alachua
Bruce, Jno. Fred	Arts Sp	Palatka	Putnam
Brumby, Alexis Neville	Arts Soph	Clearwater	Pinellas
Brumby, Edward Hunt	Engr. Fresh	Clearwater	Pinellas
Brumby, Robert Mongin	Law Fresh	St. Petersburg	Pinellas
Brumley, Frank Warner	Ag. Jr.	Gainesville	Alachua
Bruner, Edward	Ag. 1 yr.	Gainesville	Alachua
Bryan, Bruce Mitchell	Arts Sp	Madison	Madison
Bryan, Roland Wm.	Law Fresh	Tampa	Hillsboro
Bryant, Granville Robt.	Arts Fresh	Ft. Myers	Lee
Bryant, Wm. Robert	Pharmacy	Gainesville	Alachua
Bryce, Jno. Jr.	Arts Fresh	Bryceville	Nassau
Bucha, Harry Carl	Ag. Jr.	Glenwood	Volusia
Buchanan, Wylie LeRoy	Arts Soph	Melbourne	Brevard
Budd, Garland Mosley	Law Fresh	Miami	Dade
Buie, Francis Inman	Arts Soph	Lake City	Columbia
Buie, Geo. Archie	Arts Fresh	Lake City	Columbia
Bulloch, Wm. Jerrold	Arts Fresh	Monticello	Jefferson
Bunker, Lyman Lyndon	Teachers Soph	Fernandina	Nassau
Burch, Wm. Geo.	Arts Fresh	St. Petersburg	Pinellas
Burnett, Herman Gene	Ag. Soph	Bradentown	Manatee
Burnett, Jno. Henderson	Ag. Fresh	Bartow	Polk
Burnett, Paul Cecil	Pre-Med	Tampa	Hillsboro
Burr, Raymond Orlando	Arts Jr.	Tallahassee	Leon
Burritt, Robt. Harold	Arts Sp	Jacksonville	Duval
Burwell, Jno. Steele	Ag. Soph	Ft. Lauderdale	Broward
Busbee, Egbert Ambrose	Pre-Med	Brooksville	Hernando
Bushnell, Wm. P.	Engr. Fresh	Dade City	Pasco
Butler, Herbert Lewis	Arts Fresh	Leesburg	Lake
Butler, Van Reynolds	Teachers Jr.	DeFuniak Springs	Walton
Butts, Jos. Shirey	Arts Jr.	Dade City	Pasco
Byrd, Oscar	Engr. Soph	Lakeland	Polk
Byrd, Wallace	Arts Sr.	Bradentown	Manatee
Cahow, Percy Elton	Teachers Fresh	Ft. Pierce	St. Lucie
Calhoun, Ed. Hamilton	Arts Sp	Pensacola	Escambia
Calhoun, Joel Newton, Jr.	Engr. Fresh	St. Petersburg	Pinellas
Callahan, Kermyt Wm.	Arts Fresh	Miami	Dade
Camp, Henry Nurney	Engr. Fresh	Ocala	Marion
Camp, Jno. Perin	Ag. Jr.	Okeechobee	Okeechobee
Campbell, Byron Fred	Arts Soph	Hilliard	Nassau
Campbell, Chas. Ihrig	Law Sr.	Poland	Ohio
Campbell, Henry Lewis	Arts Sp	Kissimmee	Osceola
Campbell, Jno. B., Jr.	Law Fresh	Quincy	Gadsden
Campbell, Olen	Engr. Fresh	Tampa	Hillsboro
Cannon, Frank T.	Teachers Fresh	Falworth	Suwannee
Cantey, Thos. William	Arts Fresh	Quincy	Gadsden
Caplinger, H. S.	Arts Sp	Jacksonville	Duval
Carey, Benjamin Edwin	Law Sr.	Key West	Monroe
Cargell, Robt. Monroe	Law Fresh	St. Petersburg	Pinellas
Carlin, Geo. Thos.	Ag. Fresh	Orlando	Orange
Carlton, Mabry Allen	Arts Soph	Wauchula	Hardee
Carlton, Wm. Graves	Arts Sp	Gainesville	Alachua
Carnes, Carl Clinton	Teachers Jr.	Florahome	Putnam
Carns, Jay Vincent, Jr.	Engr. Fresh	Orange Park	Clay
Carpenter, Edward Coe	Ag. Soph	DeLand	Volusia
Carpenter, Robt. Coe	Arts Fresh	DeLand	Volusia
Carrigan, Richard Alfred	Arts Fresh	Miami	Dade

Name	Class	Home Address	County or State
Carter, Edgar W.	Teachers Soph.	Oxford	Sumter
Carter, R. E.	Engr. Soph.	Ft. Pierce	St. Lucie
Carter, Robert Jacob	Arts Fresh.	Homestead	Dade
Carter, Thos. Franklin	Arts Jr.	Waldo	Alachua
Carter, Wm. Lafayette	Teachers Sr.	Waukeenah	Jefferson
Cartwright, Leonard Carl	Engr. Soph.	Larkins	Dade
Case, Laurence Chapman	Law Sr.	St. Augustine	St. Johns
Casey, Gordon Lee	Arts Sp.	Tampa	Hillsboro
Casey, Wilbur Joseph	Ag. 1 yr.	Largo	Pinellas
Cashwell, Oscar Worth	Pharmacy	Groveland	Lake
Casler, Edward Brannon, Jr.	Law Sr.	Clearwater	Pinellas
Cason, Roy S.	Engr. Fresh.	Delray	Palm Beach
Cassady, Reginald Guy	Arts Fresh.	Tavares	Lake
Cassels, Wm. Lawson	Engr. Soph.	Plant City	Hillsboro
Cassida, Neill C.	Ag. V.	St. Andrew	Bay
Castillo, Ernest Hendrix, Jr.	Engr. Fresh.	Tampa	Hillsboro
Cate, Wilbur Seymour	Pharmacy	St. Augustine	St. Johns
Cates, John Donald	Teachers Fresh.	Mayo	Lafayette
Cathcart, David Junkin	Law Fresh.	Miami	Dade
Cave, Frank Patterson	Arts Sp.	Barnwell	South Carolina
Cawthon, Joseph Ashley	Arts Fresh.	Tallahassee	Leon
Chace, Thos. Stephen	Arts Fresh.	Tampa	Hillsboro
Chambliss, James Walter	Engr. Soph.	Tampa	Hillsboro
Champlin, Ralph C.	Arts Sp.	Jacksonville	Duval
Chance, Staten Hardee	Pharmacy	Wauchula	Hardee
Chancey, Irvin Marion	Ag. V.	Denaud	Lee
Chapin, J. Paul	Pre-Med.	Mannville	Putnam
Chaplin, James B.	Arts Soph.	Miami	Dade
Chapman, Marion Frank	Pre-Med.	Atlanta	Georgia
Chardkoff, Moses	Arts Soph.	Tampa	Hillsboro
Cheatham, Chas. Oswald	Engr. Soph.	Jacksonville	Duval
Chestnut, Henry C.	Ag. V.	Baker	Okaloosa
Chestnut, Reginald Voltz	Arts Fresh.	Oakhill	Alabama
Cheves, Theodore Michael	Normal	Gainesville	Alachua
Chew, Lloyd Maury	Pharmacy	Staunton	Virginia
Childs, Laurence D.	Arts Fresh.	St. Petersburg	Pinellas
Childs, Wm., Jr.	Arts Fresh.	St. Petersburg	Pinellas
Chittenden, Simeon Dudley	Engr. Fresh.	Tallahassee	Leon
Christie, Hugh Theodore	Arts Fresh.	Jacksonville	Duval
Christie, John Norton	Engr. Jr.	Jacksonville	Duval
Cicero, August Joseph	Ag. V.	Gainesville	Alachua
Cladakis, Nick Jno.	Engr. Fresh.	Tarpon Springs	Pinellas
Clark, Charles L.	Arts Fresh.	Blountstown	Calhoun
Clark, Geo. Costello	Ag. V.	Mims	Brevard
Clark, James Patrick, Jr.	Law Sr.	St. Petersburg	Pinellas
Clark, Richard Wilbur	Arts Soph.	St. Petersburg	Pinellas
Clark, Alfred Wesley	Law Fresh.	Bee Ridge	Sarasota
Clark, Wm. Winfred	Engr. Soph.	St. Augustine	St. Johns
Clary, Wm. Raymond	Engr. Soph.	Lakeland	Polk
Clayton, Archibald Lewis, Jr.	Engr Fresh.	Jacksonville	Duval
Clayton, Erwin Americus	Law Fresh.	Gainesville	Alachua
Cleare, Allan Bruce	Arts Fresh.	Key West	Monroe
Clegg, Geo. Richard	Teachers Sr.	Inverness	Citrsu
Cleveland, Wilburn Augustus	Arts Jr.	Jacksonville	Duval
Clifton, Wm. Marvin	Law Jr.	St. Cloud	Osceola
Clevenger, Earl Clay	Teachers Fresh.	Palm Beach	Palm Beach
Clouch, Charles Evans	Arts Soph.	Jacksonville	Duval
Clyatt, Shelton	Teachers Soph.	Ft. Meade	Polk
Cobb, Jno. M.	Ag. V.	Gainesville	Alachua
Cobb, Samuel Exum	Arts Jr.	Gainesville	Alachua
Coble, Jno. Roy	Ag. Fresh.	Plant City	Hillsboro
Cochran, Jefferson B.	Arts Special	Talahassee	Leon
Cockrell, Wm. David	Arts Soph.	Gainesville	Alachua
Coe, Albert Bayston	Arts Special	Miami	Dade
Coe, Geo. Walker	Law Fresh.	Hastings	St. Johns
Cole, Bascom Price	Pharmacy	Miami	Dade
Coleman, Donald J. V.	Pre-Med.	Oldsmar	Pinellas
Coley, Herbert Stanley	Arts Soph.	Pensacola	Escambia
Colley, Carr Charles	Law Fresh.	Starke	Bradford
Colley, Jno. Tillman	Ag. V.	Gainesville	Alachua
Collins, Thos. Julian	Law. Sr.	St. Petersburg	Pinellas
Colson, J. Grady	Engr. Soph.	Gainesville	Alachua
Colvin, Henry Howard	Teachers Fresh.	Perry	Taylor
Concha, Germian Fernandez	Ag. Fresh.	Lima	Peru
Cone, Roy Davis	Arts Fresh.	Jacksonville	Duval
Cone, Wm. Haddock	Arts Fresh.	White Springs	Hamilton
Coningsby, Arthur Shirley	Arts Fresh.	Tampa	Hillsboro

Name	Class	Home Address	County or State
Connell, Henry Louis	Arts Soph.	Inverness	Citrus
Conner, Franklin Howard	Arts Fresh.	Miami	Dade
Coogler, Monroe Alvin	Arts Fresh.	Brooksville	Hernando
Cook, Frederick Edw.	Arts Fresh.	Ocala	Marion
Cook, Sam Getzen	Arts Soph.	Fort White	Columbia
Cooper, Samuel Luther, Jr.	Pre-Med.	Lemon City	Dade
Cooper, Wayne Albert	Engr. Soph.	Orlando	Orange
Copeland, Joseph Bryson	Arts Jr.	Tampa	Hillsboro
Corbett, Harry Stuart	Engr. Fresh.	St. Augustine	St. Johns
Core, Kelley Neill	Ag. Soph.	Homestead	Dade
Cornwall, Samuel Clarence	Law Fresh.	Jacksonville	Duval
Counts, Jno. M.	Law Fresh.	Pensacola	Escambia
Cox, Arthur Slater	Arts Fresh.	Palmetto	Manatee
Cox, Geo. Oliver	Ag. Sr.	Cocoa	Brevard
Cox, James B., Jr.	Teachers Soph.	Ft. Myers	Lee
Cox, Leon Ross	Arts Fresh.	Wausau	Washington
Craig, Allen Thornton	Teachers Soph.	Dade City	Pasco
Crandall, Asbury Hornaday	Law Jr.	Buffalo	New York
Crank, Paul	Ag. V.	Gainesville	Alachua
Crary, Laurence Evans	Law Fresh.	Tampa	Hillsboro
Creech, Silas Morton	Arts Jr.	Ritta	Palm Beach
Creighton, John Thomas	Ag. Soph.	North Augusta	S. C.
Crenshaw, Carlton	Engr. Soph.	Jacksonville	Duval
Crevasse, James Holland	Law Fresh.	Lakeland	Polk
Crom, Frank Russell	Law Jr.	Gainesville	Alachua
Cromer, Howard Lee	Arts Fresh.	Olympia	Palm Beach
Cronan, Eugene Patrick	Arts Fresh.	Haines City	Polk
Crosby, Gilman Gilbert	Arts Fresh.	Jacksonville	Duval
Crowe, Frank Hilton	Arts Fresh.	Tampa	Hillsboro
Crown, Raymond Merchant	Ag. Sr.	Gainesville	Alachua
Crozier, Charles Edward	Arts Fresh.	Clermont	Lake
Crum, Dana S.	Pre-Med.	Homeland	Polk
Culverhouse, Benjamin Jos.	Pre-Med.	Ocala	Marion
Cunningham, R. Lewis	Ag. Jr. & T. Jr.	Summitville	Indiana
Currie, Geo. Eugene	Arts Fresh.	Palatka	Putnam
Curry, Andrew Francis	Engr. Fresh.	Nakomis	Sarasota
Curry, Cecil Chester	Law Sr.	Miami	Dade
Curry, Jno. Frederick	Arts Fresh.	Key West	Monroe
Curry, Jas. Howard, Jr.	Arts Soph.	Tampa	Hillsboro
Curtis, Fred	Arts Fresh.	Tampa	Hillsboro
Cushman, Lucius Jarvis	Law Sr.	Miami	Dade
Dalton, James Wm.	Law Sr.	Tampa	Hillsboro
Danese, Jno. Boniface	Arts Fresh.	Jacksonville	Duval
Daniel, Domer Darmot	Law Special	Chuluota	Seminole
Daniel, Wiley Raymond	Law Jr.	Tarpon Springs	Pinellas
Dann, Chas. Whittfield, Jr.	Arts Jr.	Miami	Dade
Dansby, Bradley Lanier	Pharmacy	Reddick	Marion
Davidson, Wm. Harper	Engr. Soph.	Tallahassee	Leon
Davis, Albert Heyward	Law Fresh.	Gainesville	Alachua
Davis, Clyde	Engr. Soph.	Jacksonville	Duval
Davis, Jack Alexander	Arts Sr.	Quincy	Gadsden
Davis, Jesse G.	Ag. V.	Gainesville	Alachua
Davis, Jno. Gyger	Law Fresh.	Gainesville	Alachua
Davis, Laurence Webber	Engr. Sr.	Bradentown	Manatee
Davis, Thenton Lowell	Engr. Soph.	Bartow	Polk
Davis, William Mahlon	Arts Soph.	St. Petersburg	Pinellas
Day, James Wesley	Law Special	Gainesville	Alachua
Dean, Albert Clarke	Engr. Fresh.	Whitney	Lake
Dean, Arnold Walker	Arts Fresh.	Whitney	Lake
Dean, Carlton Eugene	Ag. Fresh.	Bartow	Polk
Dean, Francis Paul	Engr. Soph.	Delray	Palm Beach
Dean, Geo. Hamlett	Ag. Fresh.	Tampa	Hillsboro
Decker, Elroy Lyman	Ag. Fresh.	Jacksonville	Duval
Degtoff, Walter Alexander	Engr. Fresh.	Miami	Dade
Dehon, Arthur Laurence	Arts Fresh.	St. Petersburg	Pinellas
Denham, Geo. Leitner	Arts Fresh.	Bartow	Polk
Dennison, Stuart Keith	Arts Fresh.	Winter Park	Orange
Dewey, Elmer Charles	Arts Fresh.	Miami	Dade
Dickerson, Frank Moon	Arts Fresh.	Homerville	Georgia
Dickey, James Benjamin	Engr. Sr.	Auburndale	Polk
Dickey, Ralph Davis	Ag. Soph.	Auburndale	Polk
Dickinson, John	Law Jr.	Jacksonville	Duval
Dickson, Raleigh Eldon	Arts Fresh.	Rutherford	Tennessee
Dillon, Jno. Robert	Arts Fresh.	Atlanta	Georgia
Dodson, Charles Lewis	Teachers Jr.	Gainesville	Alachua
Doss, Luther Thomas	Pre-Med.	Hinson	Gadsden
Doss, Wm. Denver	Law Fresh.	Hinson	Gadsden
Douglass, Geo. M.	Arts Fresh.	Orlando	Orange
Douthit, Wm. Cecil	Arts Fresh.	Peters	Dade
Drake, Richard Allen	Engr. Fresh.	Ft. Lauderdale	Broward

Name	Class	Home Address	County or State
Drake, Trusten Polk	Ag. Fresh.	Ocala	Marion
Draper, Shirley Winthrop	Engr. Fresh.	Tampa	Hillsboro
Drawdy, Carl C.	Arts Fresh.	Homerville	Georgia
Driggers, Albert Gilchrist	Ag. Fresh.	Wauchula	Hardee
Driggers, V. Wendell	Ag. Sr., T. Sr.	Wauchula	Hardee
Dublier, Harold	Law Fresh.	Miami	Dade
Dupont, Louis Eugene	Grad.	Daytona	Volusia
Dwyer, Charles Lorraine	Arts Fresh.	Safety Harbor	Pinellas
Dyer, Borden McCleod	Arts. Sr.	West Palm Beach	Palm Beach
Easton, Wm. Harrison	Arts Fresh.	Tampa	Hillsboro
Eberlein, Fred E.	Ag. Special	Gainesville	Alachua
Eddy, Byron Lilius	Arts Sr.	St. Petersburg	Pinellas
Edelstein, Marcus	Pharmacy	Gainesville	Alachua
Edelstein, Wm.	Engr. Soph.	Gainesville	Alachua
Edwards, Harry A.	Law Fresh.	Lake City	Columbia
Edwards, Julian Clifford	Arts Fresh.	Pensacola	Escambia
Edwards, Ralph Mallette	Pre-Med.	Jacksonville	Duval
Edwards, Thos. Jefferson	Pharmacy	Chattahoochee	Gadsden
Elarbee, Lee Herbert	Arts Fresh.	Jacksonville	Duval
Ellis, James Fred, Jr.	Arts Fresh.	Lakeland	Polk
Ellis, Robt. Naudain, Jr.	Engr. Soph.	Jacksonville	Duval
Elmore, Franklin Harper, Jr.	Law Jr.	Jacksonville	Duval
Ely, Victor LeRoy	Arts Fresh.	Miami	Dade
Emerson, Francis Horton	Arts Fresh.	Gainesville	Alachua
Emmons, Walter Franklin	Engr. Jr.	St. Petersburg	Pinellas
Englehart, Harold Gene	Engr. Fresh.	Tampa	Hillsboro
English, Bernard Henry	Arts Fresh.	Lake City	Columbia
Ennis, Jno. Gary	Engr. Sr.	Tampa	Hillsboro
Entz, Allan Lamar	Arts Sr.	Leesburg	Lake
Enwall, Hayford Octavius	Arts Soph.	Gainesville	Alachua
Erickson, Gustus Thos.	Ag. V.	Jacksonville	Duval
Erskine, Chas. Horace	Ag. 1 Yr.	Orlando	Orange
Ervin, Richard Wm., Jr.	Arts Jr.	Tallahassee	Leon
Erwin, Arthur Garner	Ag. Soph.	Anthony	Marion
Eshleman, S. Kendrick, Jr.	T. Special	Gainesville	Alachua
Estus, J. Winfred	Arts Fresh.	St. Petersburg	Pinellas
Etheredge, James Tyre	Law Jr.	De Soto City	Highlands
Etzler, Robt. Dekle	Ag. Special	Tampa	Hillsboro
Fabrega, Justo Jose	Ag. Special	Panama City	Republic of Panama
Fant, Julian Earl	Arts Soph.	Jacksonville	Duval
Farrell, Wm. Joseph	Engr. Soph.	W. Palm Beach	Palm Beach
Faulkner, Theodore Franklin	Ag. V.	Largo	Pinellas
Ferguson, Chester H.	Arts Fresh.	Wauchula	Hardee
Ferguson, Malcolm McAskell	Arts Fresh.	Ocala	Marion
Ferguson, Stanley Hugh	Arts Fresh.	Wauchula	Hardee
Fernald, Leon Fitzpatrick	Arts Soph.	Tarpon Springs	Pinellas
Ferrell, Collier Pennington	Engr. Soph.	Lake Wales	Polk
Ferris, Bernie Lee	Engr. Fresh.	Tampa	Hillsboro
Fielding, James Newton	Law Sr.	Gainesville	Alachua
Fields, Harold Thomas	Arts Special	Hollywood	Broward
Fillingim, Cameron Ernest	Ag. V.	Bluff Springs	Escambia
Finman, Benjamin Jack	Engr. Sr.	Tampa	Hillsboro
Finney, Glenn Douglass	Ag. Fresh.	Elizabeth	Pennsylvania
Fiore, Hannibal Massa	Arts Fresh.	Gainesville	Alachua
Fisher, Augustus Alston	Arts Fresh.	Pensacola	Escambia
Fisher, Charles Elton	Law Fresh.	St. Petersburg	Pinellas
Fisher, Luther Calvin	Pre-Med.	Milton	Santa Rosa
Fisher, Velmer Ray	Law Fresh.	Tampa	Hillsboro
Fisher, Wm. Hyde	Engr. Jr.	Tampa	Hillsboro
Fleming, Louis Alfred	Arts Fresh.	Melbourne	Brevard
Fleming, Samuel Todd	Graduate	Gainesville	Alachua
Fletcher, Frederick W., Jr.	Law Fresh.	St. Petersburg	Pinellas
Flood, Wm. Edward	Engr. Jr.	W. Palm Beach	Palm Beach
Flournoy, Wm. Walton	Teachers Soph.	DeFuniak Springs	Walton
Flower, Donald Carroll	Engr. Soph.	Orlando	Orange
Fogg, F. W.	Ag. V.	Gainesville	Alachua
Folsom, Dan, Pouncey	Teachers Fresh.	Wauchula	Hardee
Fordham, Malcolm Lamar	Arts Fresh.	Bradentown	Manatee
Forman, Graham D.	Arts Fresh.	Sneads	Jackson
Foster, Stanley Kenneth	Arts Special	St. Petersburg	Pinellas
Fowler, Giles Pickett	Arts Fresh.	Gainesville	Alachua
Fowler, Wm. Jno.	Engr. Jr.	Jacksonville	Duval
Fox, Wm. Brooke	Ag. V.	Tampa	Hillsboro
Fozzard, Harry Broward	Law Fresh.	Jacksonville	Duval
Fraleigh, L. Alexander, Jr.	Arts Fresh.	Madison	Madison
Fraser, Lewis Julian	Ag. Fresh.	New Port Richey	Pasco
Frater, Henry	Arts Fresh.	Pensacola	Escambia
Frazier, Jos. Wheeler, Jr.	Arts Jr.	Tampa	Hillsboro
Frederick, Chas. Elder	Arts Fresh.	Winter Haven	Polk

Name		Postoffice	County or State
Frensdorf, Charles A.	Teachers Jr.	Miami	Dade
Friend, Charles Bruce	Arts Fresh.	Tampa	Hillsboro
Fudger, Wm. Bert	Law Fresh.	Jacksonville	Duval
Fuller, Arnold Huntington	Pharmacy	New Smyrna	Volusia
Fuller, Thomas	Arts Fresh.	Clearwater	Pinellas
Fultz, James Clarence	Arts Fresh.	Vero	St. Lucie
Fultz, Thomas Oscar	Arts Fresh.	Vero	St. Lucie
Fussell, Carroll Wilbur	Law Sr.	Webster	Sumter
Gaines, Rodman Wm.	Arts Fresh.	Jacksonville	Duval
Gallagher, Henry	Arts Soph.	Pensacola	Escambia
Galloway, Horace Eugene	Ag. V.	DeSoto	Highlands
Gamble, Wm. David	Arts Soph.	Miami	Dade
Gantt, Louis Eugene	Arts Fresh.	Jacksonville	Duval
Gardner, Jas. Hollingsworth	Arts Soph.	Galloway	Polk
Gardner, Jno. Adolphus	Pharmacy	Key West	Monroe
Gardner, Milton Cook	Arts Jr.	Camilla	Georgia
Garner, James Franklin	Arts Special	Ft. Myers	Lee
Garrison, Audrey James	Teachers Jr.	Somerville	Alabama
Gary, Wilbur Yocum	Arts Fresh.	Ocala	Marion
Gaskill, James Frank	Arts Fresh.	Tampa	Hillsboro
Gelston, Jno. Hubert	Ag. Soph.	Camden	New Jersey
George, Ellis Patrick	Pre-Med.	Gainesville	Alachua
George, Emmanuel Patrick	Pre-Med.	Gainesville	Alachua
Gerrald, Eddie James	Ag. V.	Leesburg	Lake
Gibson, Herbert Tuttle	Arts Fresh.	W. Palm Beach	Palm Beach
Gibson, Leslie Bon	Pharmacy	Mulberry	Polk
Gibbons, Gordon Lorraine	Law Jr.	Tampa	Hillsboro
Gilbert, Wilkerson C.	Ag. V.	Gainesville	Alachua
Gillis, Alva Knox	Teachers Soph.	Ponce de Leon	Walton
Gilmartin, Wm. H.	Law Sr.	Tampa	Hillsboro
Gilroy, Robt. George	Law Sr.	New Smyrna	Volusia
Ginn, Charles Rudolph	Pre-Med.	Avon Park	Highlands
Gleason, Charles Ivan	Law Jr.	Gainesville	Alachua
Glickstein, Max Samuel	Engr. Sr.	Jacksonville	Duval
Glover, Manuel Marion	Law Jr.	Lakeland	Polk
Godbold, Phillip Roy	Ag. Fresh.	Tallahassee	Leon
Godwin, Aubert Leland	Arts Fresh.	Bonifay	Holmes
Goethe, Edw. Kemeys	Law Sr.	Manning	Baker
Goode, Clarence Alton	Law Special	Orlando	Orange
Goode, Wm. Guerry	Pre-Med.	St. Augustine	St. Johns
Goldstein, Erving Max	Law Jr.	Jacksonville	Duval
Gomez, Joseph Maria	Arts Special	Tampa	Hillsboro
Gooden, B. Franklin	Arts Special	St. Petersburg	Pinellas
Gower, Ralph Amorous	Ag. Soph.	Tampa	Hillsboro
Gracy, Luther Cecil	Law Fresh.	Gainesville	Alachua
Grady, Geo. Robt.	Arts Fresh.	High Springs	Alachua
Graff, Jos. Wilfred	Engr. Soph.	W. Palm Beach	Palm Beach
Graham, Milton Hicks	Arts Fresh.	Kissimmee	Osceola
Graham, Wm. Henry	Pre-Med.	Tallahassee	Leon
Gramling, Wm. Sanders	Arts Soph.	Miami	Dade
Gran, Victor Eli	Teachers Soph.	Melbourne	Brevard
Grange, Gifford	Law Fresh.	Gainesville	Alachua
Granger, Leander Orin	Arts Fresh.	Ellentown	Manatee
Gravely, L. Overton, Jr.	Arts Fresh.	Labelle	Hendry
Graves, Barron	Law Fresh.	DeLand	Volusia
Graves, Hubert	Ag. Jr.	Quincy	Gadsden
Graves, James Edwin	Arts Jr.	Quincy	Gadsden
Green, Carl Roger	Arts Fresh.	St. Petersburg	Pinellas
Green, Geo. Benj. Lent	Engr. Soph.	Pensacola	Escambia
Green, Geo. Marvin	Arts Jr.	Tampa	Hillsboro
Green, Otis Thatcher	Law Fresh.	Ocala	Marion
Green, Tom Underwood	Ag. Soph.	Gainesville	Alachua
Greiner, Archie Chauncy	Ag. Jr.	Lake Hamilton	Polk
Grenelle, Edwin Wm.	Arts Fresh.	Sutherland	Pinellas
Gridley, Chester Gard	Law Fresh.	Umatilla	Lake
Griffin, Clarence Vaughn	Normal	Melbourne	Brevard
Griffin, Theodore	Ag. V.	Chipley	Washington
Guinand, Perry Henry	Pre-Med.	Tampa	Hillsboro
Gunn, Jno. Stratton	Engr. Soph.	Clearwater	Pinellas
Gunn, Wm. Dudley	Arts Soph.	Pensacola	Escambia
Gurganious, Allen P.	Pre-Med.	Lacoochee	Pasco
Guy, Hubert Graham	Ag. Soph.	St. Augustine	St. Johns
Hackney, Gallie Thos.	Pharmacy	Ft. Pierce	St. Lucie
Haggart, Kenneth Greig	Arts Fresh.	Miami	Dade
Hains, Jno. Jenkins	Ag. 1 yr.	Bokeelia	Lee
Hall, David Collins	Arts Fresh.	Bradentown	Manatee
Hall, Jno. Lewis	Teachers Soph.	Woodville	Leon
Hall, Malcolm	Arts Fresh.	Tampa	Hillsboro
Hall, Spence, Jr.	Arts Fresh.	Tampa	Hillsboro

Name	Class	Home Address	County or State
Hamilton, Geo. Allen	Ag. V.	Quay	St. Lucie
Hamilton, Gurdon Dwight	Arts Special	New Smyrna	Volusia
Hammar, Harold Edwin	Ag. Sr., T. Sr.	Miami	Dade
Hammond, Robert Gey	Arts Fresh.	Orlando	Orange
Hammond, Walter Lee	Ag. Soph.	Frostproof	Polk
Hampton, Wm. F.	Normal	Gainesville	Alachua
Hancock, Ben Soule, Jr.	Law Jr.	Miami	Dade
Hancock, Coy Jackson	Arts Fresh.	Palatka	Putnam
Hansen, Thomas	Arts Special	Newberry	Alachua
Hardy, Albert L.	Teachers Fresh.	Vernon	Washington
Harp, Alfred Wright	Arts Soph.	Wauchula	Hardee
Harper, James Milton	Arts Fresh.	Pensacola	Escambia
Harrington, Laurence Tracy	Arts Fresh.	Everglades	Collier
Harris, Frank Pierce	Arts Fresh.	Ft. Myers	Lee
Harris, Jno. Tucker	Law Fresh.	Opelika	Alabama
Harris, Wm. Curry	Arts Soph.	Key West	Monroe
Harrison, Clarence A.	Teachers Soph.	Anthony	Marion
Harrison, Grady	Teachers Fresh.	Anthony	Marion
Harrison, Lester Geo.	Teachers Fresh.	Anthony	Marion
Harrison, Micajah B.	Arts Special	Palmetto	Manatee
Harrison, Thomas Wade	Arts Special	Palmetto	Manatee
Harry, Edward Perin	Ag. Special	Pompano	Broward
Harry, Jno. McDowall	Pre-Med.	Pompano	Broward
Hart, Kermit Thomas	Arts Special	Tampa	Hillsboro
Hartley, James Leonard	Arts Fresh.	Sutherland	Pinellas
Haskell, Harold Notman	Ag. Soph.	Mandarin	Duval
Hathcock, Theo. Mobley	Pre-Med.	Plant City	Hillsboro
Hatton, Earl Miller	Arts Special	Bartow	Polk
Hatton, LeRoy Alexander	Ag. Soph.	Bartow	Polk
Hauptmann, O. Howard	Fresh. Arts	Wauchula	Hardee
Hawkins, Jno. Rex	Ag. Fresh.	Groveland	Lake
Hawkins, Wm., Jr.	Arts Soph.	Gainesville	Alachua
Hawley, Clifford Daniel, Jr.	Law I.	Lakeland	Polk
Hayden, James Rider	Arts Soph.	Tallahassee	Leon
Haynsworth, Josiah Edw., Jr.	Arts Fresh.	Alachua	Alachua
Hazard, Jno. Beach	Graduate	Jacksonville	Duval
Hazen, Lucian Ottis	Arts Fresh.	Brooker	Bradford
Hedges, Emmet R.	Arts Fresh.	Melbourne	Brevard
Helms, Malcolm Theron	Arts Fresh.	Orlando	Orange
Helms, Simpson Reese	Arts Fresh.	Marianna	Jackson
Helseth, Will Jno.	Engr. Soph.	Vero	St. Lucie
Helvenston, Geo. Rudolph	Arts Fresh.	Jacksonville	Duval
Hembree, Joe Harry	Arts Soph.	Palmer	Tenn.
Hemphill, Geo. Lewis	Arts Soph.	Tampa	Hillsboro
Hemphill, Jno. DePass	Engr. Fresh.	Juliette	Marion
Hemphill, W. Albert	Ag. Soph.	Tampa	Hillsboro
Henderly, Karl Daniel	Engr. Fresh.	Ocala	Marion
Henderson, Lewis Willie	Ag. V.	Greenwood	Jackson
Henderson, Roscoe Bush	Pharmacy	Elfers	Pasco
Henderson, Wm. Douglass	Engr. Jr.	Tallahassee	Leon
Hendricks, Benjamin Edgar	Law Jr.	Nashville	Georgia
Hendry, Burton	Engr. Soph.	Arcadia	DeSoto
Hendry, James Winfield	Law Sr.	Tampa	Hillsboro
Hensley, Robt. Burns	Arts Fresh.	Tampa	Hillsboro
Herrick, Leonard Tucker	Arts Special	Kissimmee	Osceola
Heusted, Wellington V.	Engr. Soph.	Ft. Myers	Lee
Hewitt, Oliver Wm.	Teachers Jr.	St. Petersburg	Pinellas
Hiatt, Leland Wilbur	Ag. Fresh.	Gainesville	Alachua
Hiatt, Wilbur Garland	Arts Jr.	Gainesville	Alachua
Hickman, Wm. Pruett	Arts Special	Tampa	Hillsboro
Hicks, Fred Noble, Jr.	Arts Fresh.	Tampa	Hillsboro
Hicks, Willard Rhonald	Arts Jr.	Tallahassee	Leon
Hill, Chas. Stewart	Arts Soph.	Palmetto	Manatee
Hill, Robt. Carsten	Engr. Fresh.	New Smyrna	Volusia
Hill, Wm. Logan	Arts Soph.	Gainesville	Alachua
Hills, Harold Wm.	Engr. Jr.	Winter Haven	Polk
Hinderliter, Nelson Henry	Arts Soph.	Winter Haven	Polk
Hobbs, Wm. Franklin	Law Fresh.	Tampa	Hillsboro
Hodges, Robt. Leo	Law Fresh.	Orlando	Orange
Hodsdon, Nicholas	Arts Jr.	Miami	Dade
Hoffman, Darwin Miles	Arts Special	Tampa	Hillsboro
Hofma, Edward	Arts Special	Grand Haven	Indiana
Hogan, Newburn Burnice	Arts Fresh.	St. Petersburg	Pinellas
Holley, Maurice Ethredge	Arts Fresh.	W. Palm Beach	Palm Beach
Hollinrake, Lynn Stephens	Normal	Lake Worth	Palm Beach
Holly, Robt. Jno.	Arts Special	Sanford	Seminole
Holsberry, Jno. Edwin	Arts Fresh.	Pensacola	Escambia
Holt, Jonathan Robt.	Arts Jr.	W. Palm Beach	Palm Beach
Honeywell, Harry Lewis	Ag. Jr.	Forty Fort	Pennsylvania
Hooper, Edw. Wellington	Arts Fresh.	Hernando	Citrus
Horrell, Merton Stuart	Arts Jr.	Arcadia	DeSoto

Name	Class	Home Address	County or State
Hosford, Buford Monroe	Arts Fresh	Hosford	Liberty
Hottel, Jno. Gifford	Arts Fresh	Trenton	New Jersey
Hough, Wendell M.	Ag. Fresh	Ft. Myers	Lee
Houk, Dean Charles	Arts Soph	St. Petersburg	Pinellas
House, Ono L.	Teachers Soph	Lake City	Columbia
Houser, Harold Ransom	Arts Special	Keystone Heights	Clay
Houser, James Cowing	Arts Sr	Keystone Heights	Clay
Howard, Raymond Holt	Ag. Fresh	Gainesville	Alachua
Howe, Gains Winchester	Arts Fresh	Burlington	Vermont
Howell, H. Alexander	Arts Special	Chattahoochee	Gadsden
Howze, Thos. Alton, Jr.	Arts Fresh	Palmetto	Manatee
Hubbard, Richard Joseph	Arts Soph	Orlando	Orange
Huddleston, J. Fleming, Jr.	Engr. Fresh	Lakeland	Polk
Hudson, Henry E.	Teachers Soph	Jay	Santa Rosa
Huffman, Sam Houston	Teachers Soph	Cleveland	Ohio
Huggins, Harvey Blair	Ag. Soph	Malabar	Broward
Hughes, Robt. L.	Arts Fresh	Bartow	Polk
Hughey, Louis Irving	Pharmacy	Sanford	Seminole
Hull, Horace Simeon,	Ag. Sr., T. Sr	Gainesville	Alachua
Hume, Edw. Grisdale	Ag. Jr	Glen St. Mary	Baker
Hunnicutt, Milton R., Jr.	Arts Fresh	Ocala	Marion
Hunsaker, Jno. Everette	Ag. Special	Cobden	Illinois
Hunt, Vernon Lester	Engr. Soph	Leesburg	Lake
Hunter, Charles Henry	Engr. Fresh	Jasper	Hamilton
Huntington, Frederick R.	Engr. Fresh	DeLand	Volusia
Hursey, F. Hampton, Jr.	Law Fresh	Lakeland	Polk
Hurst, Huber Christian	Law Fresh	Gainesville	Alachua
Hurst, Jno. Blake	Ag. Sr	Little River	Dade
Hutcheson, Norris Lee	Arts Special	W. Palm Beach	Palm Beach
Hutson, Albert Donald	Engr. Sr	St. Augustine	St. Johns
Hux, Arthur James	Arts Fresh	Leesburg	Lake
Igou, Robt Glenn	Arts Soph	Winter Haven	Polk
Ihrig, Elmer Wood	Arts Fresh	Ft. Myers	Lee
Ives, Halbert Strawn	Arts Fresh	Lake City	Columbia
Ivey, Frederick Malcolm	Law Jr	Gainesville	Alachua
Jackley, Arthur Randall	Arts Soph	Hastings	St. Johns
Jackson, Charles Edw., Jr.	Ag. Fresh	Clearwater	Pinellas
Jackson, Jno. Leslie	Arts Special	Largo	Pinellas
Jackson, Walter Herbert	Arts Soph	DeLand	Volusia
Jackson, Wm. Thomas	Arts Fresh	Gainesville	Alachua
James, Robt. Lewis	Arts Fresh	San Mateo	Putnam
James, Wm. Wesley	Ag. Fresh	Montgomery	Alabama
Janes, Archibald Egbert	Arts Sr	Wauchula	Hardee
Jefferies, Leland Edw	Ag. Sr	Lake Alfred	Polk
Jenkins, Jett McLauren	Engr. Fresh	Green Cove Springs	Clay
Jenkins, Robt. Pinkney, Jr.	Arts Fresh	Sanford	Seminole
Jenner, Stanley Frederick	Ag. V	Jacksonville	Duval
Johns, Carl	Arts Special	Starke	Bradford
Johns, Clyde Leslie	Arts Fresh	Jacksonville	Duval
Johns, Henry	Ag. V	Larkins	Dade
Johnson, Alex Ralph	T. Sr., Ag. Sr	Lutz	Hillsboro
Johnson, Arthur Fielbeen	Teachers Sr	Laurel Hill	Okaloosa
Johnson, Hubert Elias	Arts Fresh	Erie	Pennsylvania
Johnson, James A., Jr.	Arts Fresh	Bartow	Polk
Johnson, Joseph Paul	Arts Fresh	Bartow	Polk
Johnson, Jesse Wilder	Ag. Jr	Largo	Pinellas
Johnson, Lewis Miles	Arts Special	Miami	Dade
Johnson, Theodore Somers	Engr. Soph	Windermere	Orange
Johnson, Timothy A.	Teachers Jr	Largo	Pinellas
Johnson, Victor Floyd	Engr. Sr	Key West	Monroe
Johnson, Vesey Marklin	Arts Jr	Key West	Monroe
Johnson, Wm. Hughes	Engr. Soph	Tampa	Hillsboro
Johnston, Coy Kelley	Arts Fresh	Waldo	Alachua
Johnston, Maynard	Engr. Soph	Gainesville	Alachua
Johnston, Nathan Jordon	Arts Jr	Waldo	Alachua
Johnston, Robt. Hartman	Arts Sr	Micanopy	Alachua
Jones, Albert Z.	Ag. V	Branford	Suwannee
Jones, Benjamin Paul	Arts Fresh	Live Oak	Suwannee
Jones, Edgar Charles	Law Jr	Jacksonville	Duval
Jones, Hamilton	Arts Fresh	Orlando	Orange
Jones, Kenneth Baxter	Arts Jr	Tampa	Hillsboro
Jones, Liston Stephen	Pre-Med	Pensacola	Escambia
Jones, Reggie Maxie	Ag. Fresh	Lake Wales	Polk
Jones, Robt. Allen	Pharmacy	Gainesville	Alachua
Jordan, Birkett Fry	Law Fresh	Gainesville	Alachua
Jorden, Wm. Douglass	Engr. Fresh	New Smyrna	Volusia
Jorden, Wm. Ervin	Ag. Sr	St. Matthews	S. C.
Judkins, Donald Russell	Arts Jr	Largo	Pinellas
Justice, Jack	Arts Special	Montverde	Orange

Name	Class	Home Address	County or State
Kane, Robt. Livingston	Normal	Kane	Pennsylvania
Kanner, Aaron Mitchell	Law Fresh	Orlando	Orange
Katz, Hyman	Law Sr.	Jacksonville	Duval
Keck, James Gaylord	Engr. Soph	Gainesville	Alachua
Keezel, Jos. Otto	Pharmacy	Winter Park	Orange
Kelly, James Homer	Teachers Soph	Carbur	Taylor
Kelly, Richard Lovet	Arts Special	Miami	Dade
Kenny, Marcus Wm	Arts Special	Miami	Dade
Kent, Leith Dunlap	Law Fresh	Coconut Grove	Dade
Kincaid, Marion Troy	Arts Special	Orlando	Orange
King, Connie Holt	Arts Soph	Gainesville	Alachua
King, Geo. Broome	Arts Soph	Jacksonville	Duval
King, Harry Ewbank	Law Jr.	White Springs	Hamilton
King, James M.	Arts Special	Dothan	Alabama
King, Vivian Rutan	Arts Fresh	Bonifay	Holmes
King, Warren Arthur	Arts Fresh	W. Palm Beach	Palm Beach
King, Wm. Courtney	Law Sr.	Gainesville	Alachua
Kiracofe, Jno. M.	Law Fresh	Camden	Ohio
Kirk, Thomas Stevenson	Ag. Fresh	Jacksonville	Duval
Kitchen, Harold Matthew	Engr. Soph	Jacksonville	Duval
Klein, Stephen Falk	Engr. Sr.	Pensacola	Escambia
Knight, Fred Key	Ag. Jr.	Melbourne	Brevard
Knight, Hugh Edwards	Teachers Sr.	Valrico	Hillsboro
Knight, Hollis Vaughn	Law Jr.	Starke	Bradford
Knight, Peter Oliphant	Law Jr.	Tampa	Hillsboro
Knight, U. Gordon	Normal	Melbourne	Brevard
Knight, Walter Eugene	Engr. Jr.	Lake Butler	Union
Knowles, Robt. Samuel	Teachers Soph	Gainesville	Alachua
Kolbe, Harold Henry	Arts Fresh	Waukegan	Illinois
Korp, Wm. Jno.	Arts Fresh	Lakeland	Polk
Kreher, Karl Richard	Engr. Fresh	Tampa	Hillsboro
Kriege, Orville Albert	Arts Fresh	Miami	Dade
Kromer, Arthur Edward	Pre-Med	Tarpon Springs	Pinellas
Krumm, Theodore George	Arts Fresh	Tampa	Hillsboro
Ladd, Harold Orsemus	Arts Special	Wilmington	Delaware
LaFuze, Geo. Leighton	Arts Fresh	Clermont	Lake
La Huis, Nevin Charles	Pre-Med	Miami	Dade
Laird, Addison Shuler	Ag. Jr.	Gainesville	Alachua
Laird, Angus McKenzie	Arts Soph	St. Andrews	Bay
Lake, Wm. James	Law Jr.	Sanford	Seminole
Lancaster, Lewis Allen	Arts Fresh	St. Petersburg	Pinellas
Lancaster, Lamar Leo	Pharmacy	Bartow	Polk
Landrum, Newsom C.	Teachers Fresh	Williston	Levy
Lange, Adolph	Ag. V	Gainesville	Alachua
Langford, Jno. Kirby	Engr. Sr.	Lake Butler	Union
Langford, Maurice Gerald	Teachers Sr.	Lake Butler	Union
Langworthy, Frederick H.	Arts Sr.	Daytona	Volusia
Lanier, David	Arts Jr.	Madison	Madison
Lapham, Harry H., Jr.	Arts Fresh	Tampa	Hillsboro
Larson, Laurence Jno.	Ag. Fresh	Tampa	Hillsboro
Lasseter, Wm. Gwinnett	Arts Special	Jacksonvlile	Duval
Lassing, Jno. Maurice, Jr.	Arts Soph	St. Petersburg	Pinellas
Laurence, Richard Abbott	Arts Fresh	Melbourne	Brevard
Laymon, Russell Lowell	Arts Jr.	Miami	Dade
Leach, Robt., Jr.	Arts Fresh	Clearwater	Pinellas
Leddon, Emmett O'Neal	Arts Fresh	Millville	Bay
Lee, Herbert Anthony	Engr. Sr.	Gainesville	Alachua
Lee, Homer Basil	Arts Jr.	Melrose	Clay
Lee, Rex Eytong	Engr. Soph.	Center Hill	Sumter
Lee, Robt. David, Jr.	Law Special	Montgomery	Albama
Lemon, James McWilliams	Arts Sr.	Gainesville	Alachua
Leonard, Ernest Borden	Ag. V	Kingston	Volusia
Leonard, Jno. Richard	Engr. Jr.	Gainesville	Alachua
Leonard, S. A., Jr.	Arts Fresh	Blountstown	Calhoun
Leonard, Samuel Wade	Teachers Sr.	Blountstown	Calhoun
Leonard, Volney Allen	Teachers Fresh	Tampa	Hillsboro
LeSueur, Frederick Alonzo	Arts Fresh	Ocala	Marion
Lester, Geo. Henry	Arts Fresh	Tampa	Hillsboro
Leszcynski, Roman	Engr. Fresh	W. Palm Beach	Palm Beach
Letzkus, Joseph Wm.	Arts Fresh	Jacksonville	Duval
Lewis, Henry Hayes, Jr.	Law Fresh	Marianna	Jackson
Lewis, James Leland	Teachers Soph	Brooksville	Hernando
Lewis, Laurence Leonard	Ag. V	Woodville	Leon
Lewis, Pearce Inman	Arts Fresh	Jacksonville	Duval
Lewis, Parke Roland	Teachers Jr.	Brooksville	Hernando
Liggit, Robt. Cook	Pre-Med	St. Cloud	Osceola
Lightsey, Geo. Warren	Law Fresh	Bartow	Polk
Linebaugh, David Charles	Law Jr.	Tampa	Hillsboro
Lippincott, Earle Griffith	Arts Fresh	Clearwater	Pinellas
Little, Charles Holmes	Pre-Med	Waycross	Georgia

Name	Class	Home Address	County or State
Little, Glenn Arthur	Engr. Jr.	Gainesville	Alachua
Livingston, Archie, Jr.	Arts Special	Madison	Madison
Livingston, Junius Bishop	Law Fresh.	St. Petersburg	Pinellas
Lockey, Jack Byrd	Ag. V.	Gainesville	Alachua
Lockwood, Jno. Golder	Engr. Fresh.	Springfield	Illinois
Logan, Jno. Henry	Ag. Sr.	Sneads	Jackson
Long, Latimer A.	Arts Fresh.	Haines City	Polk
Long, Noyes Capehart	Arts Fresh.	Gainesville	Alachua
Long, Thomas Wm.	Pharmacy	Tavares	Lake
Lord, Raymond Roosevelt	Law Sr.	Key West	Monroe
Lorraine, C. C.	Arts Fresh.	Jacksonville	Duval
Lorrimer, Norman N.	Engr. Fresh.	Detroit	Mich.
Lossing, Fay Allan	Engr. Jr.	Sanford	Seminole
Loucks, Kenneth Wilfred	Graduate	Gainesville	Alachua
Love, S. Kenneth	Arts Soph.	St. Petersburg	Pinellas
Lovell, Lorenzo Geiger	Pharmacy	Lake Butler	Union
Lovvorn, Charles J.	Arts Jr.	Okeechobee	Okeechobee
Lowe, Earl Stowell	Teachers Fresh.	Tarpon Springs	Pinellas
Lowry, Dexter Marvin, Jr.	Law Fresh.	Tallahassee	Leon
Lucas, Eli Burson	Law Fresh.	Tampa	Hillsboro
Luethi, Harry Arthur	Law Sr.	Gainesville	Alachua
Lundy, Richard Theo.	Engr. Soph.	Bradentown	Manatee
Lupfer, Ferdinand Green	Engr. Fresh.	Kissimmee	Osceola
Lusk, Egbert Eugene	Law Special	Lakeland	Polk
Luther, Charles Wm.	Arts Fresh.	Daytona	Volusia
Lyle, Clifford A.	Engr. Fresh.	Pensacola	Escambia
Lytle, James Lee	Pre-Med.	Jacksonville	Duval
McAdam, Charles Bernard	Engr. Fresh.	Pensacola	Escambia
McAdam, Edw. Haywood	Engr. Soph.	Pensacola	Escambia
McAulay, Chas. Moore	Arts Sr.	New Smyrna	Volusia
McCall, Charles Lawton	Arts Fresh.	Miami	Dade
McCall, Fred W.	Teachers Soph.	Miami	Dade
McCall, Hugh	Arts Fresh.	Brooksville	Hernando
McChesney, Wm. Henry	Law Special	Pensacola	Escambia
McCallum, Jno. Hays	Pre-Med.	Mayo	Lafayette
McClamroch, James Milton	Pre-Med.	Gainesville	Alachua
McClelland, Broward F.	Arts Fresh.	Arcadia	DeSoto
McClendon, Henry Grady	Ag. Soph.	Abbeville	Alabama
McClendon, J. B.	Ag. Sr., Teach. Sr.	Abbeville	Alabama
McClure, Jno. Robt.	Arts Jr.	Pensacola	Escambia
McColskey, Jno. Alligrad	Arts Fresh.	Lake City	Columbia
McConnell, Geo. Brewster	Ag. Soph.	Tampa	Hillsboro
McCormick, Sam Charles	Pre-Med.	Palatka	Putnam
McCranie, Joseph J., Jr.	Arts Soph.	Jacksonville	Duval
McCreary, Elmer White	Law Fresh.	Gainesville	Alachua
McCullers, Alton	Ag. Fresh.	Live Oak	Suwannee
McCullough, Joe Thomas	Arts Fresh.	Ocala	Marion
McDonald, Harrison H.	Law Sr.	Gainesville	Alachua
McDonald, Raemond Elmer J.	Law Jr.	Tampa	Hillsboro
McDonald, Robt. Ernest	Arts Special	Fulford	Dade
McDonald, Wm. Drury	Pre-Med.	Pensacola	Escambia
McDowell, Charles James	Engr. Soph.	Gainesville	Alachua
McDowell, Rex Lamar	Pharmacy	Brundidge	Alabama
McDowell, Roy Edward	Normal	Miami	Dade
McEachern, H. Alexander	Arts Fresh.	Jacksonville	Duval
McFatter, Theron K.	Pre-Med.	Vernon	Washington
McGill, Edmund Robt.	Arts Jr.	Waldo	Alachua
McGrady, Paul Clinton	Engr. Fresh.	Crescent City	Putnam
McIllvaine, James Hubbard	Arts Fresh.	Jacksonville	Duval
McKay, Allen C.	Arts Special	Tampa	Hillsboro
McKay, Wm.	Arts Special	Tampa	Hillsboro
McKeown, Chas. Wm.	Engr. Fresh.	Rockledge	Brevard
McLain, Lee Wm.	Teachers Fresh.	Geneva	Seminole
McLaughlin, Hubert E.	Teachers Soph.	Okeechobee	Okeechobee
McLaughlin, James Alton	Pre-Med.	Jasper	Hamilton
McLendon, Wm. Allen	Engr. Fresh.	Lakeland	Polk
McLin, Charles Benjamin	Arts Special	Jacksonville	Duval
McMillan, David Glenn	Engr. Soph.	Okeechobee	Okeechobee
McMillan, Kenneth Lindley	Arts Soph.	Okeechobee	Okeechobee
McMorrough, Gabe H., Jr.	Arts Fresh.	Lexington	Miss.
McMullen, Donald F.	Arts Special	Tampa	Hillsboro
McMullen, Harry Eldon	Teachers Soph.	Clearwater	Pinellas
McMullen, James H.	Teachers Fresh.	Sarasota	Manatee
McRee, Jno. Wilson	Pre-Med.	Tampa	Hillsboro
Macon, Arthur David	Arts Fresh.	Quincy	Gadsden
Maddox, Chase Dennis	Engr. Fresh.	Archer	Alachua
Magill, Glenn Tillman	Engr. Soph.	LaBelle	Hendry
Mahannah, Mark	Arts Fresh.	Ft. Lauderdale	Broward
Mahoney, Clarence Vincent	Law Special	Gainesville	Alachua
Maines, Hal York	Arts Special	Lake Butler	Union

Name	Class	Home Address	County or State
Majors, Robt. Powell	Arts Special	St. Petersburg	Pinellas
Malpas, Hilliard Speers	Arts Special	Sanford	Seminole
Malphurs, Coey	Engr. Sr.	High Springs	Alachua
Maner, Jno. Ogilvie	Ag. Soph.	Brooksville	Hernando
Mank, Phillip Jameson	Arts Jr.	Miami	Dade
Manley, David Bott	Pre-Med.	Orlando	Orange
Mann, Edward Beverly	Arts Soph.	St. Cloud	Osceola
Mann, Orion Alfred	Teachers Soph.	Fort Meade	Polk
Manning, Louie Franklin	Arts Fresh.	DeFuniak Springs	Walton
Marasales, Hercules	Pharmacy	Pensacola	Escambia
Markett, Frederick Sirrine	Pre-Med.	Arcadia	DeSoto
Markham, Joseph Henson	Law Fresh.	Lake City	Columbia
Marler, James Alton	Arts Fresh.	Tracy City	Tenn.
Marsh, Raymond Bartlett	Arts Fresh.	Pensacola	Escambia
Marshall, Addison F.	Engr. Soph.	Tallahassee	Leon
Marshall, Henry Augustus	Arts Special	Ft. Lauderadle	Broward
Marshall, Lehnholf Spiller	Arts Jr.	Tallahassee	Leon
Marshall, Tom	Law Fresh.	Jacksonville	Duval
Marshburn, Jacob H.	Normal	Gainesville	Alachua
Martin, Clarence Hanford	Law Sr.	Tampa	Hillsboro
Martin, Joseph Lester	Arts Soph.	Gainesville	Alachua
Mason, Ernest Edward	Arts Sr.	Century	Escambia
Mason, Wm. Gray Jr.	Arts Fresh.	Tampa	Hillsboro
Matthews, Donald Ray	Arts Fresh.	Hawthorne	Alachua
Matthews, Jackson Clifford	Arts Jr.	Gainesville	Alachua
Matthews, Jno. Roy	Arts Soph.	Hawthorne	Alachua
Matthews, Walter Bruce	Arts Fresh.	Trenton	Alachua
Mattocks, J. Edw., Jr.	Teachers Sp.	Eustis	Lake
Maultsby, Jno. Camp	Arts Fresh.	Gainesville	Alachua
Maxwell, James Elton	Arts Fresh.	Gretna	Gadsden
Mayhew, Chas. Carter	Arts Fresh.	Tallahassee	Leon
Maynard, Burke Cochran	Arts Fresh.	Sebring	Highlands
Mays, Samuel Edwin, Jr.	Engr. Fresh.	Plant City	Hillsboro
Meade, Glenn Edward	Arts Fresh.	Groveland	Lake
Meadows, Marshall Dillon	Pre-Med.	Asheville	N. C.
Means, Samuel Cleff	Ag. Fresh.	Ft. White	Columbia
Meeks, Jack L.	Normal	Chiefland	Levy
Megathlin, Everett Lewis	Engr. Fresh.	Miami	Dade
Melson, Paul Connell	Arts Fresh.	Jacksonville	Duval
Menge, Conrad Shands	Engr. Jr.	Ft. Myers	Lee
Menge, James Wilmer	Engr. Soph.	Ft. Myers	Lee
Merrin, Geo. Alfred	Ag. Soph.	Plant City	Hillsboro
Merrin, Joe Knox	Engr. Soph.	Tampa	Hillsboro
Merritt, J. Webster	Pharmacy	Gainesville	Alachua
Merritt, Richard C.	Law Fresh.	Jacksonville	Duval
Messer, James, Jr.	Arts Fresh.	Tallahassee	Leon
Metcalfe, Harry Gill	Teachers Jr.	Gainesville	Alachua
Mickler, Maynard	Engr. Soph.	Ponce de Leon	Holmes
Middlekauff, Willis Wm.	Law Fresh.	Orlando	Orange
Middleton, Clyde Downing	Arts Fresh.	Pomona	Putnam
Middleton, Wm. Edward	Teachers Soph.	Panama City	Bay
Miller, Albert Hiers	Teachers Special	Dukes	Union
Miller, Harry Bernard	Pre-Med.	Atlantic City	New Jersey
Miller, Jno. Bernard	Teachers Jr.	Eustis	Lake
Miller, Jno. Donald	Arts Fresh.	W. Palm Beach	Palm Beach
Miller, Rolland Eugene	Engr. Jr.	Bradentown	Manatee
Miller, Robin Ferris	Arts Soph.	Gainesville	Alachua
Miller, Robt. Jennings	Arts Fresh.	Bonifay	Holmes
Miller, Robt. Thomas	Teachers Fresh.	Melbourne	Brevard
Milling, Martin Alexander	Engr. Jr.	Philadelphia	Miss.
Mills, Horace Rich	Arts Fresh.	Miami	Dade
Mims, Charles Emmis	Ag. V.	Gainesville	Alachua
Minardi, Joseph	Pre-Med.	Tampa	Hillsboro
Mitchell, Charles Buxton	Arts Fresh.	Pensacola	Escambia
Mitchell, Donald Geo.	Arts Soph.	Eustis	Lake
Mitchell, Horace Franklin	Pre-Med.	Live Oak	Suwannee
Mizell, Bascom Fernando	Pre-Med.	Gainesville	Alachua
Mizell, Kenner	Engr. Fresh.	Gainesville	Alachua
Mizell, Orville Leroy	Engr. Soph.	Lake Butler	Union
Mobley, Gordon Simpkins	Engr. Soph.	Jacksonville	Duval
Mobley, Ralph Hudson	Pharmacy	Dade City	Pasco
Mobley, Wm. Langdon	Pre-Med.	Jacksonville	Duval
Monroe, Bun Hunter	Arts Soph.	Tampa	Hillsboro
Montgomery, Donald Bishop	Arts Fresh.	St. Augustine	St. Johns
Montgomery, Hugh Troupe	Ag. Special	Tampa	Hillsboro
Mooney, Lynwood Arias	Arts Fresh.	Key West	Monroe
Moore, Dewey Rex	Pharmacy	Darlington	Walton
Moore, Mont Broderick	Ag. Jr.	London	Canada
Moore, Victor Emmanuel	Arts Fresh.	Miami	Dade
Morgan, Aruel Lewis	Teachers Fresh.	Mayo	Lafayette
Morgan, Wm. Dallas	Law Jr.	Jacksonville	Duval

Name	Class	Home Address	County or State
Morgan, Wynne Harold	Arts Soph.	Miami	Dade
Morris, Alton Chester	Teachers Soph.	W. Palm Beach	Palm Beach
Morris, Burris	Ag. V.	Round Lake	Jackson
Morris, Clarence Edwin	Arts Special	Pensacola	Escambia
Morrison, Arthur Wm.	Pharmacy	Miami	Dade
Morrow, Albert Roy	Teachers Fresh.	Micanopy	Alachua
Morse, Irving Fairfield	Arts Fresh.	Clermont	Lake
Moskowitz, Irving	Pharmacy	Philadelphia	Penna.
Mounts, Charles Eugene	Teachers Soph.	Plant City	Hillsboro
Mounts, Marvin Umphrey	Teachers Sr.	Gainesville	Alachua
Moye, Madison Edw., Jr.	Ag. Fresh.	Sanford	Seminole
Mullens, Curtis Wm.	Pharmacy	Crescent City	Putnam
Mullis, Newton Marion	Arts Fresh.	Jacksonville	Duval
Murphree, Claude L., Jr.	Arts Fresh.	Gadsden	Alabama
Murphree, Jno. A. H.	Arts Sr.	Gainesville	Alachua
Murphy, Denzil Rudolph	Arts Fresh.	Arcadia	DeSoto
Murphy, John Ivers	Pre-Med.	Jacksonville	Duval
Musselwhite, Wm.	Ag. Sr.	Homestead	Dade
Nall, James Barnes	Arts Fresh.	Clearwater	Pinellas
Nelson, Algernon "Sid"	Pre-Med.	Clearwater	Pinellas
Newell, Geo. Albert	Engr. Soph.	Orlando	Orange
Newell, Vincent Guard	Arts Fresh.	Ft. Pierce	St. Lucie
Newkumet, Richard Lee	Arts Special	St. Petersburg	Pinellas
Newman, Thomas F., Jr.	Arts Fresh.	Tallahassee	Leon
Newton, Jno. Fineman	Ag. V.	Gainesville	Alachua
Newton, Robt. Dee	Law Sr.	Citrus	Marion
Newton, Virgil Miller, Jr.	Arts Soph.	Tampa	Hillsboro
Niblack, Charles Turner	Pharmacy	Dunnellon	Marion
Niblack, Julian	Law Jr.	Dunnellon	Marion
Nichols, Wesley Ward	Engr. Jr.	Melbourne Beach	Brevard
Nielsen, Clarence James	Ag. Jr.	W. Palm Beach	Palm Beach
Nimmons, Ralph Wilson	Arts Soph.	St. Petersburg	Pinellas
Nipper, Cicero Edgar	Ag. V.	Archer	Alachua
Nippert, Edw.	Arts Fresh.	St. Petersburg	Pinellas
Nolen, Robt. Emmett	Graduate	Gainesville	Alachua
Norris, Jesse Allen	Arts Fresh.	Ft. Pierce	St. Lucie
Norton, Clyde Haley	Ag. Sr.	Winter Haven	Polk
Norton, Chas. Edw.	Arts Special	Jacksonville	Duval
Norton, Edw. Fisk	Law Fresh.	Wauchula	Hardee
Norton, Elmer Maurice	Law Sr.	Tampa	Hillsboro
Norton, Stanley Pallas	Arts Fresh.	Jacksonville	Duval
Norvell, Wm. Cook, Jr.	Law Fresh.	Lakeland	Polk
O'Bryan, Lewis	Arts Fresh.	Kissimmee	Osceola
Odom, Alton Brooks	Ag. Soph.	Munson	Santa Rosa
O'Donald, Edward Todd	Pre-Med.	Jacksonville	Duval
Ogg, James Arlos	Arts Jr.	Clearwater	Pinellas
O'Hara, Leonard Austin	Ag. V.	Live Oak	Suwannee
Oliver, Robt. Edmund, Jr.	Arts Fresh.	W. Palm Beach	Palm Beach
Olicer, Wayne Carter	Engr. Fresh.	Clearwater	Pinellas
O'Neal, Milton Henry	Arts Fresh.	Andalusia	Alabama
O'Neill, Hugh	Arts Sr.	St. Leo	Pasco
Oosterhoudt, F. Samuel	Ag. Special	Gainesville	Alachua
Ormsby, Ralph Homer	Arts Special	St. Petersburg	Pinellas
Ormsby, Theodore Autrey	Engr. Soph.	Larkins	Dade
Otto, Joseph	Law Fresh.	Key West	Monroe
Overstreet, Murray W.	Law Fresh.	Kissimmee	Osceola
Owens, Wallace Burns	Law Sr.	Jacksonville	Duval
Padgett, Elwood Pillsbury	Arts Fresh.	Jacksonville	Duval
Padgett, Robt. Edgar	Arts Fresh.	Clearwater	Pinellas
Page, Edward Eugene	Arts Soph.	Wakulla	Wakulla
Page, Walter Milton, Jr.	Arts Fresh.	Wakulla	Wakulla
Paniello, José	Pharmacy	Tampa	Hillsboro
Parham, Thomas Hubert	Arts Jr.	Oxford	Sumter
Parker, Orion Creet	Law Sr.	Tallahassee	Leon
Parker, Robt. Clayborne	Law Fresh.	Tallahassee	Leon
Parker, Robt. Wallace	Arts Fresh.	Jacksonville	Duval
Parks, Geo. Willoughby, Jr.	Arts Soph.	Stuart	Palm Beach
Parks, Thomas J.	Ag. V.	Arcadia	DeSoto
Parmenter, Wm. George	Engr. Sr.	Orange Park	Clay
Patey, Wm. Bartell	Law Jr.	Miami	Dade
Patillo, Andrew Gramling	Law Fresh.	Port Orange	Volusia
Patrick, Wm. Washington	Arts Fresh.	Umatilla	Lake
Patronis, Gregory Allen	Arts Fresh.	Quincy	Gadsden
Payne, Jno. Harlston	Teachers Soph.	Dowling Park	Suwannee
Pearce, Fred C.	Teachers Fresh.	Arcadia	DeSoto
Pearce, J. D., Jr.	Pharmacy	St. Petersburg	Pinellas
Pearce, Jno. Edwin	Engr. Soph.	Newberry	Alachua
Pearce, James Martine	Arts Sr.	Tampa	Hillsboro

Name	Class	Home Address	County or State
Pearce, Wm. Orton, Jr.	Ag. Jr.	Bartow	Polk
Peers, James Prentiss	Arts Fresh.	Sarasota	Sarasota
Pelham, Beatry E.	Teachers Fresh.	Millville	Bay
Pelot, Frank Cooper	Arts Jr.	Manatee	Manatee
Pendarvis, Laurence Theo.	Ag. Soph.	Blountstown	Calhoun
Pennington, Joe	Pharmacy	Ft. Meade	Polk
Penrod, Clarence Carter	Arts Special	Ft. Myers	Lee
Pepper, Max	Arts Jr.	Miami	Dade
Perkins, Marion Deming	Arts Fresh.	Orlando	Orange
Perry, Henry, Jr.	Engr. Sr.	Wildwood	Sumter
Persons, Chas. Wright	Teachers Soph.	Gainesville	Alachua
Petteway, Gordon Powell	Law Jr.	Brooksville	Hernando
Petty, Charles Edmond	Arts Soph.	Gainesville	Alachua
Phillips, Roger Earle	Arts Fresh.	Orlando	Orange
Philpot, Sidney G.	Teachers Fresh.	Bell	Alachua
Phillips, Wm. Sigmon	Arts Fresh.	Tampa	Hillsboro
Phillips, Wm. Taylor	Arts Soph.	Lake City	Columbia
Pierce, Robt. Samuel	Law Fresh.	Marianna	Jackson
Piper, Ellis Gardner	Arts Jr.	Jacksonville	Duval
Pinaire, Jno. Sherman	Engr. Fresh.	Lake Hamilton	Polk
Pirenian, Z. Meguerditch	Engr. Jr.	Gainesville	Alachua
Pitchford, Joe Jones	Arts Soph.	Jensen	St. Lucie
Pittman, Owen Willis, Jr.	Law Jr.	Miami	Dade
Plemmons, Francis B.	Ag. V.	Gainesville	Alachua
Plumb, Lester Daniel	Teachers Soph.	Bellaire	Pinellas
Pogue, Cyril Eric	Arts Fresh.	Orlando	Orange
Pollard, James Stewart	Arts Special	Terra Ceia	Manatee
Pomreoy, Edwin Francis	Law Sr.	Jacksonville	Duval
Pomeroy, Joe Dupont	Arts Fresh.	Jacksonville	Duval
Pope, Verle Allyn	Arts Fresh.	St. Augustine	St. Johns
Poppell, Roland Leroy	Engr. Fresh.	Ft. Pierce	Lee
Poppell, Tyson Edward	Arts Jr.	Millville	Bay
Porter, Ned S.	Arts Jr.	Apalachicola	Franklin
Porter, Richard Gibbs, Jr.	Arts Special	Gainesville	Alachua
Poston, Rollins Herbert	Teachers Soph.	Bascom	Jackson
Potter, James Theodore	Arts Soph.	W. Palm Beach	Palm Beach
Potter, Paul Wilson	Law Fresh.	W. Palm Beach	Palm Beach
Powell, Cecil Lamar	Arts Fresh.	Melbourne	Brevard
Powell, Wm. Harmon, Jr.	Arts Soph.	Gainesville	Alachua
Powers, Wm. Harris	Arts Soph.	Ocala	Marion
Pratt, Kenneth Chas.	Arts Fresh.	Williamson	New York
Pratt, Stuart Arthur	Arts Soph.	Parker	Bay
Prest, Kenneth Wallace	Engr. Fresh.	Tampa	Hillsboro
Prevatt, Jno. Pearl	Teachers Special	Gainesville	Alachua
Price, Carl Alva	Engr. Special	W. Palm Beach	Palm Beach
Price, Thomas James	Normal	Gainesville	Alachua
Prime, Geo. Benjamin, Jr.	Engr. Soph.	Sarasota	Sarasota
Pritchard, James Wesley	Law Fresh.	Homestead	Dade
Proctor, Ralph Edward	Pre-Med.	Tallahassee	Leon
Provost, Marshall Breese	Arts Fresh.	Georgianna	Brevard
Quimby, Maynard Ward	Pharmacy	Correnna	Maine
Quincy, Ross F.	Law Fresh.	Gainesville	Alachua
Quinn, Jno. Martin	Arts Soph.	St. Petersburg	Pinellas
Raasch, Ezra Elwood	Arts Sr.	Leesburg	Lake
Rahner, Clarence Victor	Arts Soph.	Akron	Ohio
Rahner, Joseph David, Jr.	Arts Fresh.	St. Augustine	St. Johns
Rainey, Thomas Burton	Normal	Wauchula	Hardee
Rains, Henry Blalock	Pharmacy	Archer	Alachua
Rains, Jno. James	Pharmacy	Archer	Alachua
Rambo, Edwin Cyrenius	Pharmacy	Orlando	Orange
Ramsey, Allan Collier	Arts Fresh.	Tampa	Hillsboro
Ramsey, Thomas Winston	Arts Jr.	Tampa	Hillsboro
Randolph, Jas. Henry, Jr.	Engr. Fresh.	Jacksonville	Duval
Randolph, Jno. Winthrop	Engr. Fresh.	Jacksonville	Duval
Rardin, Charles Hilton	Arts Soph.	Hollandale	Broward
Raulerson, Hiram H.	Arts Soph.	Okeechobee	Okeechobee
Rawls, Vernon Charles	Pre-Med.	Lakeland	Polk
Raymond, Ernest Parsons	Ag. Soph.	Ft. Myers	Lee
Rearick, Audley Hawk	Arts Fresh.	Vandergrift	Penna.
Recker, Lewis Leland	Law Fresh.	Winter Haven	Polk
Reece, Joe Dean	Arts Special	Tallahassee	Leon
Reed, Laurence Brownell	Engr. Jr.	Gainesville	Alachua
Reed, Ted	Arts Fresh.	Jacksonville	Duval
Reed, Wm. Brooks	Arts Soph.	Poland	Ohio
Reeder, Franklin Bryant	Engr. Soph.	Welaka	Putnam
Reese, Horace Greeley, Jr.	Arts Fresh.	Limona	Hillsboro
Reeves, Stanley Newman	Teachers Sr.	Gainesville	Alachua
Regero, Charles James	Law Sr. and Arts Sr.	Gainesville	Alachua

Name	Class	Home Address	County or State
Register, Alton A. Jr.	Engr. Soph.	Ft. Pierce	St. Lucie
Register, Charles Hughes	Engr. Sr.	Lake Butler	Union
Reid, Adam Edward	Pre-Med.	Orlando	Orange
Reid, Alexander Dodge	Arts Fresh.	Orlando	Orange
Reid, Raymond Robt.	Arts Fresh.	Manchester	Conn.
Renfroe, James D., Jr.	Engr. Fresh.	Lake City	Columbia
Revels, J. Vernie	Teachers Sr.	Flora Home	Putnam
Revels, Percy B.	Arts Fresh.	Flora Home	Putnam
Rhudy, Ralph C.	Engr. Special	Gainesville	Alachua
Rice, Jno. Richmond	Ag. Fresh.	Ocala	Marion
Richards, Hawthorne H.	Law Fresh.	Reeding	Mass.
Richard, P. Abraham	Arts Fresh.	Pensacola	Escambia
Richardson, Linton A.	Ag. Soph.	O'Brien	Suwannee
Richey, Horace Edgar	Teachers Jr.	Miami	Dade
Riddleberger, Alton A.	Arts Fresh.	Huntington	W. Va.
Ridenour, B. Franklin	Arts Fresh.	Gainesville	Alachua
Ringling, Henry Ellsworth	Arts Fresh.	Eustis	Lake
Ripley, Wayne Eugene	Engr. Fresh.	South Jacksonville	Duval
Rivers, Glenn Lewis	Arts Fresh.	Gainesville	Alachua
Rivers, Thomas Judson	Arts Fresh.	Green Cove Springs	Clay
Roberts, Bonny K.	Teachers Soph.	Sopchoppy	Wakulla
Roberts, Joe Leon	Pre-Med.	Miami	Dade
Roberts, Joe Powell	Arts Fresh.	Zolfo	Hardee
Roberts, Sidney D.	Arts Soph.	Gainesville	Alachua
Roberts, Wm. Harold	Pre-Med.	Homestead	Dade
Robertson, Earl	Arts Fresh.	Arcadia	DeSoto
Robertson, Geo. Corwin	Engr. Soph.	Ortega	Duval
Robertson, Gilbert Elmore	Pre-Med.	Gainesville	Alachua
Robertson, Paul Rutherford	Ag. Fresh.	Vero	St. Lucie
Robinette, Delmas Oliver	Arts Fresh.	Miami	Dade
Robinson, Maurice Keith	Arts Fresh.	Leesburg	Lake
Robinson, Thomas Osborne	Arts Fresh.	Palatka	Putnam
Robinson, Wilburn Frank	Arts Jr.	Leesburg	Lake
Robison, Jno. M.	Ag. V.	Gainesville	Alachua
Roby, A. A.	Ag. Fresh.	Ft. Benning	Ga.
Roche, Buell Franklin	Teachers Sr.	Vernon	Washington
Roche, Hughlen L.	Normal	Vernon	Washington
Roden, Robt.	Arts Fresh.	Dunedin	Pinellas
Rodes, Max Kennedy	Arts Fresh.	Melbourne	Brevard
Roessling, Bernard Emile	Ag. V.	Gainesville	Alachua
Rogers, Elize T.	Ag. V.	St. Petersburg	Pinellas
Rogers, Geo. Adams	Arts Fresh.	Brooksville	Hernando
Rogers, Hoyt H.	Engr. Fresh.	Brando	Hillsboro
Rogers, James Burton	Arts Fresh.	Gainesville	Alachua
Rogers, Laurence Wm.	Law Sr.	Pensacola	Escambia
Rose, James Richard, Jr.	Law Sr.	Jacksonville	Duval
Rose, Jno. Theron	Arts Special	Gainesville	Alachua
Rosin, Marcus Aurel	Arts Soph.	Arcadia	DeSoto
Ross, Robt. Donald	Engr. Soph.	Norfolk	Va.
Rouse, James Walter	Ag. V.	Lake City	Columbia
Rowe, Aubrey	Law Fresh.	W. Palm Beach	Palm Beach
Rudonski, Patrick W.	Ag. V.	Palatka	Putnam
Russ, Sam Wallace	Law Fresh.	Tampa	Hillsboro
Russell, Emil Richard	Pharmacy	Key West	Monroe
Russell, Melvin Earle	Graduate	Key West	Monroe
Saarinen, Arthur Wm.	Arts Sr.	Newberry	Alachua
Sackett, Geo. Leslie	Pre-Med.	St. Petersburg	Pinellas
Safer, Jake Victor	Arts Soph.	Jacksonville	Duval
Salley, Henry McKie	Engr. Jr.	Jacksonville	Duval
Salomon, Morris Seymour	Pre-Med.	Orlando	Orange
Sampey, Everette D., Jr.	Normal II	Groveland	Lake
Sarra, LaMar Ernest	Arts Soph.	Pensacola	Escambia
Sauls, Byron Tewillegar	Law Fresh.	Wauchula	Hardee
Saunders, Joseph Richard	Arts Soph.	Tampa	Hillsboro
Sawyer, Jos. Roamer	Arts Fresh.	Enterprise	Alabama
Scarborough, Chaffie A.	Teachers Sr.	White Hamilton	Hamilton
Scarborough, Edgar Warren	Ag. Sr.	Chattahoochee	Gadsden
Schabinger, Jno. Ewing	Ag. Sr.	Delray	Palm Beach
Schild, R. H.	Teachers Sr.	Gainesville	Alachua
Scholze, Robt. Ellis	Arts Fresh.	Miami	Dade
Schrebnick, Joseph	Arts Fresh.	W. Palm Beach	Palm Beach
Schulting, Louis Bird	Arts Fresh.	South Jacksonville	Duval
Schwartz, Joseph	Law Fresh.	Miami	Dade
Sciutti, Walter Jno.	Engr. Fresh.	Jacksonville	Duval
Scott, James Andrew	Arts Fresh.	Arcadia	DeSoto
Scotten, Rawley Wilson	Arts Special	Gainesville	Alachua
Scribner, Nelson Joseph	Arts Special	Miami	Dade
Scruggs, Charles Frank	Ag. Fresh.	Miccosukee	Leon
Seale, Lee	Pre-Med.	Jacksonville	Duval

Name	Class	Home Address	County or State
Sears, Wm. Joseph	Arts Jr.	Kissimmee	Osceola
Seay, Ervin Mason	Pre-Med	Dade City	Pasco
Sebring, Harold Lee	Law Jr.	Gainesville	Alachua
Selle, Jno. Frederick	Engr. Soph.	Gainesville	Alachua
Sensabough, Raymond Beal	Arts Fresh.	Winter Haven	Polk
Sessions, Marion Bennett	Law, Jr.	Live Oak	Suwannee
Sewell, Robt. O.	Arts Fresh.	Cave Spring	Georgia
Shafer, Wm. Wallace	Arts Special	Haines City	Polk
Shafto, S. Wesley	Arts Fresh.	Tampa	Hillsboro
Sharon, Jas. Gibson, Jr.	Law Jr.	Sanford	Seminole
Shaw, Howard U.	Ag. V.	Tampa	Hillsboro
Shaw, Jno. Clark	Law Special	Rochester	N. H.
Shear, Leonard Leroy	Engr. Soph.	Daytona	Volusia
Shelkofsky, Raymond C.	Engr. Soph.	Jacksonville	Duval
Sherrill, Robt. Lewis	Arts Special	Tampa	Hillsboro
Shewman, Thomas C.	Arts Fresh.	St. Petersburg	Pinellas
Shimp, Robt. Charles	Engr. Fresh.	Jacksonville	Duval
Shipp, Claude Lee	Engr. Special	Tallahassee	Leon
Shipp, Edward Crawford	Engr. Soph.	Tallahassee	Leon
Shipp, H. Witherspoon	Engr. Special	Tallahassee	Leon
Shirley, Robt. Levi	Ag. V.	Gainesville	Alachua
Shockley, Francis Woodward	Arts Sr.	Avon Park	Highlands
Shopiro, Joe	Arts Soph.	Miami	Dade
Shriner, Jno. M.	Ag. Fresh.	Largo	Pinellas
Shull, Rufus Wallace	Arts Fresh.	Melbourne	Brevard
Sias, Frederick Ralph	Engr. Soph.	Orlando	Orange
Sibert, J. D., Jr.	Law Sr.	Miami	Dade
Siedenburg, Paul Eugene	Engr. Fresh.	Oneco	Manatee
Sikes, Jno. C.	Ag. V.	Noma	Holmes
Silverman, Sam	Arts Fresh.	Florida City	Dade
Simmonite, Henry Geo.	Arts Soph.	Miami	Dade
Simmons, Daniel Curtis	Arts Soph.	DeFuniak Springs	Walton
Simmons, Oscar Brownlee	Law Sr.	Miami	Dade
Simmons, Paul James	Arts Fresh.	Arcadia	DeSoto
Simmons, Rex O.	Ag. V.	Bascom	Jackson
Simmons, Robt. Clyde	Engr. Fresh.	Wauchula	Hardee
Simmons, Stephen Emery	Law Fresh.	Bradentown	Manatee
Simpson, Arthur Allen	Arts Soph.	Gainesville	Alachua
Simpson, Benjamin Beals	Law Fresh.	Tampa	Hillsboro
Simpson, Jno. Milton Bryan	Law Jr.	Gainesville	Alachua
Simpson, Richard Henry	Ag. Jr.	Monticello	Jefferson
Sims, C. H.	Ag. V.	Graceville	Jackson
Sims, Will Harris, Jr.	Arts Fresh.	Fernandina	Nassau
Sixma, Geo. Gordon	Ag. Sr.	Lake Helen	Volusia
Skeels, Norman Arthur	Engr. Soph.	DeLand	Volusia
Slade, Richard Kirven	Arts Soph.	Jacksonville	Duval
Slade, Tom Boggs, Jr.	Arts Fresh.	Jacksonville	Duval
Smith, Allen Lowde	Engr. Fresh.	New Smyrna	Volusia
Smith, Alfred Wm.	Arts Soph.	Fruitland Park	Lake
Smith, Bruce Howard	Engr. Soph.	Gainesville	Alachua
Smith, Bunnie Othanel	Teachers Sr.	Wewahitchka	Calhoun
Smith, Carl Holt	Pre-Med.	Jacksonville	Duval
Smith, Clive V.	Ag. V.	Wilcox	Alachua
Smith, David Clair	Pre-Med.	Ft. Pierce	St. Lucie
Smith, Edw. Frank	Engr. Soph.	Jacksonville	Duval
Smith, Earl Kenneth	Arts Fresh.	St. Petersburg	Pinellas
Smith, Geo. Garrison	Arts Fresh.	Sanford	Seminole
Smith, Geo. Hoffman	Engr. Fresh.	Gainesville	Alachua
Smith, Homer Alton	Arts Soph.	Williston	Levy
Smith, Harold Benton	Arts Fresh.	Rockledge	Brevard
Smith, Harry Marion	Ag. Sr.	Winter Haven	Orange
Smith, Heyburn Dale	Teachers Jr.	Oneco	Manatee
Smith, Horace Elon	Engr. Soph.	Jacksonville	Duval
Smith, Ivan Huron	Engr. Fresh.	Hastings	St. Johns
Smith, James Emory	Pre-Med.	Cypress	Jackson
Smith, James Larimar	Teachers Soph.	Orlando	Orange
Smith, Kenneth Newton	Arts Special	Miami	Dade
Smith, Mead	Ag. Soph.	Palmetto	Manatee
Smith, Noble C.	Arts Special	Miami	Dade
Smith, Paul Russell	Engr. Jr.	Chattanooga	Tenn.
Smith, Randell Pope	Engr. Fresh.	Madison	Madison
Smith, Wade H., Jr.	Teachers Soph.	Greensboro	Gadsden
Smith, Wilbur Richie	Arts Soph.	Gainesville	Alachua
Smith, Wm. Robt.	Law Sr.	Ocala	Marion
Smoak, Edgar James	Arts Fresh.	Pompano	Broward
Smysor, Paul Allen	Law Fresh.	Gainesville	Alachua
Sparkman, Claude Jefferson	Arts Soph.	Miami	Dade
Speer, Herbert Lawson	Ag. Jr., T. Jr.	Umatilla	Lake
Spencer, Francis Duncan	Pre-Med.	Dade City	Pasco
Spofford, Berwyn Reed	Arts Fresh.	Jacksonville	Duval
Spooner, Walter Jackson	Pharmacy	Plant City	Hillsboro

Name	Class	Home Address	County or State
Spoto, Ingalis C.	Arts Fresh	Tampa	Hillsboro
Spoto, Jos. Salvatore	Pre-Med	Tampa	Hillsboro
Spruill, Frank Craven	Arts Fresh	Gainesville	Alachua
Spurlin, Otis Edward	Pre-Med	Jacksonville	Duval
Squires, James Emerson	Pre-Med	Ocilla	Georgia
Stanaland, Ralph Hall	Ag. Fresh	Lynne	Marion
Stanly, Wm. Alfred	Law Fresh	Ft. Lauderdale	Broward
Stansfield, Wm. Ashton	Arts Soph	Bradentown	Manatee
Stanwix-Hay, Walter H.	Engr. Soph	Jacksonville	Duval
Starry, Corwin Marcus	Teachers Soph	Blountstown	Calhoun
Starry, Weldon Glenn	Arts Fresh	Blountstown	Calhoun
Stearns, Geo. Leslie	Ag. Fresh	Jacksonville	Duval
Steele, Thomas Allen	Ag. V.	Gainesville	Alachua
Steen, Vernon Calhoun	Engr. Soph	Gainesville	Alachua
Stephens, Alexander H.	Arts Fresh	Ortega	Duval
Stephens, Carl Wilson	Normal	Ona	Hardee
Stephens, Lowell Oliver	Arts Sr.	Stewardson	Illinois
Stephens, Malachi	Ag. V.	Holley	Santa Rosa
Stephens, Maurice Porter	Arts Fresh	Ocala	Marion
Stephens, Osler Z.	Teachers Fresh	Stewardson	Illinois
Stevenson, Barton Beeman	Arts Fresh	Clearwater	Pinellas
Stewart, Arthur Edward	Law Jr.	Coconut Grove	Dade
Stewart, Harry Milo	Arts Special	Jacksonville	Duval
Stewart, Jackson Ernest	Ag. Soph	Frostproof	Polk
Stewart, Wilfred Herschel	Pharmacy	LaBelle	Hendry
Stone, Francis Jarbeau	Arts Fresh	Baltimore	Md.
Stone, Benjamin Vincent	Arts Special	Baltimore	Md.
Stoner, Wilmer Michael	Arts Fresh	St. Petersburg	Pinellas
Strawn, Theodore Riechy	Engr. Fresh	DeLand	Volusia
Strode, Carl Clay	Teachers Soph	Green Cove Springs	Clay
Strong, Wm. Husted	Arts Special	Yonkers	New York
Stumpe, Anthony Wm.	Engr. Jr.	Palatka	Putnam
Stypmann, Alfred Edw.	Pre-Med	W. Palm Beach	Palm Beach
Stypmann, Chas. Otto	Engr. Fresh	W. Palm Beach	Palm Beach
Suggs, Chas. McD.	Ag. V.	Gainesville	Alachua
Summers, Charnelle Hodges	Engr. Jr.	W. Palm Beach	Palm Beach
Summers, Christie Wappello	Normal	W. Palm Beach	Palm Beach
Sutton, Hugh M., Jr.	Law Fresh	Pompano	Broward
Swain, Wm. B.	Ag. V.	Lake Alfred	Polk
Swift, Alfred Maxey	Arts Fresh	St. Petersburg	Pinellas
Swift, Magnus Tate	Arts Fresh	Miami	Dade
Swindle, Wm. Herbert	Engr. Fresh	Chipley	Washington
Swinnington, Carey Ellis	Arts Soph	Bradentown	Manatee
Swoope, Charles Carrol	Engr. Sr.	New Smyrna	Volusia
Swoope, Wm. Edw.	Engr. Fresh	New Smyrna	Volusia
Sykes, Virgil Newton	Arts Fresh	Ft. Myers	Lee
Takegahara, Tayosaburo	Arts Special	Gainesville	Alachua
Taylor, Chas. Henry	Ag. Jr.	Plant City	Hillsboro
Taylor, Edw. Ballinger	Ag. Fresh	Miami	Dade
Taylor, Chas. Henry	Ag. Jr.	Plant City	Hillsboro
Taylor, Jno. Stansel, Jr.	Law Fresh	Largo	Pinellas
Taylor, Nathaniel C.	Arts Special	Tampa	Hillsboro
Taylor, Samuel Clarence	Law Special	Jacksonville	Duval
Tewart, Krate Stephens	Arts Fresh	Orlando	Orange
Theed, Clement Lee	Law Sr.	Miami	Dade
Thomas, Alexander Turner	Arts Fresh	Ocala	Marion
Thomas, Allen Wilson	Ag. V.	Starke	Bradford
Thomas, Otho F.	Pre-Med	Ft. Pierce	St. Lucie
Thomas, Walter Lowrance	Ag. Fresh	Sutherland	Pinellas
Thomas, Wm. Rubin, Jr.	Arts Fresh	Gainesville	Alachua
Thomasson, Marvin Clinton	Arts Fresh	Baker	Okaloosa
Thompson, Cecil Asbury	Arts Fresh	Gainesville	Alachua
Thompson, Everett Sanford	Arts Soph	Tampa	Hillsboro
Thompson, Homer Strong	Normal	St. Andrews	Bay
Thompson, Roy	Law Fresh	Lakeland	Polk
Thompson, Hugh Lee	Arts Jr.	Miami	Dade
Thrower, Frank Briggs	Arts Fresh	Quincy	Gadsden
Tibbits, Burton Allen	Engr. Soph	Homestead	Dade
Tice, Jas. Thompson, Jr.	Arts Special	Bartow	Polk
Tilford, Geo.	Arts Fresh	Gainesville	Alachua
Timmons, Doyal Edgar	Ag. Jr., T. Jr.	Wauchula	Hardee
Timpas, Anthony Lampron	Engr. Sr.	Gainesville	Alachua
Todd, Edgar Russell	Law Fresh	St. Petersburg	Pinellas
Todd, Francis Ridgely	Ag. Jr.	Avon Park	Highlands
Tompkins, Joshua Lamar	Arts Special	Leesburg	Lake
Towles, Alton Myers	Teachers Sr.	Crawfordsville	Wakulla
Towles, Maxwell	Arts Special	Lakeland	Polk
Traxler, Bennett Dell	Law Fresh	Alachua	Alachua
Treadwell, Edgar D., Jr.	Arts Fresh	Arcadia	DeSoto
Trice, Fred Ralph	Arts Fresh	Ft. Pierce	St. Lucie

Name	Class	Home Address	County or State
Trimble, Robt. Samuel	Graduate	Gainesville	Alachua
Tripp, Woodburn Henry	Law Fresh.	Monticello	Jefferson
Trombley, Clifford Ohlen	Arts Special	Palatka	Putnam
Trowell, Geo. Wadsworth	Ag. Fresh.	Miami	Dade
Troxler, Lindsay Boyd	Ag. Soph.	Ocala	Marion
Troxler, Walter Garett	Arts Jr.	Ocala	Marion
Truitt, Claude D.	Ag. V.	Gainesville	Alachua
Tucker, Charles Weston	Arts Fresh.	Jacksonville	Duval
Turbeville, James Edw.	Arts Special	Gainesville	Alachua
Turbyfill, Otto Benjamin	Engr. Jr.	Gainesville	Alachua
Turner, Ernest Pomeroy	Teachers Sr.	Trenton	Alachua
Turner, Glover Manuel	Arts Fresh.	Andalusia	Alabama
Turner, Harvey Bruce	Arts Special	Largo	Pinellas
Turner, Orison Athos	Ag. Special	Miami	Dade
Tweedell, Carl Lee	Engr. Soph.	Homestead	Dade
Tyler, Edmond Palmer	Arts Soph.	Jacksonville	Duval
Usher, Jno. Wm., Jr.	Law Jr.	Miami	Dade
Valdes, Florencio	Pre-Med.	Tampa	Hillsboro
Van Cleef, Clinton Booth	Graduate	Glenwood	Volusia
Vanderipe, Jno. Fish., Jr.	Arts Special	Bradentown	Manatee
Van Hyning, Oather C.	Arts Jr.	Gainesville	Alachua
Vanlandingham, Jno. Wesley	Ag. V.	Westville	Holmes
Vann, Chas. Eldred	Engr. Fresh.	Tallahassee	Leon
Vann, Homer King	Pre-Med.	Sebring	Highlands
Van Valkenburg, Orren L.	Engr. Fresh.	W. Palm Beach	Palm Beach
Varena, Alfred Arthur	Engr. Soph.	Sebring	Highlands
Vaughn, James Arthur	Arts Sr.	DeFuniak Springs	Walton
Vaughan, Richard Ferguson	Arts Sr.	Haines City	Polk
Vaughn, Robt. James	Arts Sr.	High Springs	Alachua
Veon, Edward Scott	Pharmacy	St. Petersburg	Pinellas
Vernay, Frank Stanley	Arts Fresh.	Sanford	Seminole
Virgin, Roscoe Stark	Ag. V.	DeLand	Volusia
VonKaenel, Cecil Gordon	Engr. Fresh.	St. Petersburg	Pinellas
Vrieze, Edwin Herman, Jr.	Arts Fresh.	South Jacksonville	Duval
Vrooman, Philip Edwin	Arts Fresh.	Brooksville	Hernando
Wade, Benj. Franklin, Jr.	Law Fresh.	Palmetto	Manatee
Wadsworth, James Burton	Engr. Fresh.	Madison	Madison
Wadsworth, Jno. Wm.	Engr. Fresh.	Madison	Madison
Wakefield, Geo. Norton	Ag. Sr., T. Sr.	Apalachicola	Franklin
Waldo, Fordyce Lathrum	Teach. Sp.	Jacksonville	Duval
Waldron, James C.	Ag. V.	Lake City	Columbia
Waldron, Marcus D.	Normal	Chiefland	Levy
Walker, Fred Winter	Ag. Soph.	Gainesville	Alachua
Walker, Ion Sessions	Engr. Fresh.	Tampa	Hillsboro
Wallace, Robt. Geo.	Law Jr.	Daytona	Volusia
Wallace, Samuel Delmar	Arts Soph.	Gainesville	Alachua
Wallwork, Jack Wm.	Ag. Fresh.	Bartow	Polk
Walters, Chas. Raymond	Arts Fresh.	Bradentown	Manatee
Walton, Bertran David	Pharmacy	Little River	Dade
Ward, Fred Curtis	Arts Fresh.	Eustis	Lake
Ward, Harold Anson, Jr.	Engr. Jr.	Winter Park	Orange
Warner, Chas. Hamilton	Teachers Jr.	St. Johns Park	Flagler
Warren, Fuller	Arts Soph.	Blountstown	Calhoun
Warren, Jno. Philip	Arts Sr.	Sebring	Highlands
Warren, Wm. Curtis	Arts Sr.	Tampa	Hillsboro
Washburn, Cyrus, Jr.	Engr. Sr.	Jacksonville	Duval
Watrous, Harry Jas., Jr.	Arts Soph.	Tampa	Hillsboro
Watson, James Brent	Arts Fresh.	Pensacola	Escambia
Watson, Neill Huber	Normal	Gainesville	Alachua
Watts, Olin Ethredge, Jr.	Arts Sr.	Bartow	Polk
Wax, Charles Samuel	Arts Fresh.	W. Palm Beach	Palm Beach
Way, Charles. Howard	Arts Soph.	DeLand	Volusia
Way, Raymond Clayton	Law Fresh.	Eagle Lake	Polk
Wear, Joe Towles	Ag. Fresh.	Bartow	Polk
Weatherwax, Olustee K.	Engr. Sr.	Tampa	Hillsboro
Weaver, Willie S.	Teachers Fresh.	Bristol	Liberty
Webb, Curren Elmore, Jr.	Arts Special	Tampa	Hillsboro
Webb, Sam Graham	Ag. Soph.	Clearwater	Pinellas
Weber, Frederick Spencer	Engr. Jr.	Grand Rapids	Michigan
Weber, Geo. F.	Graduate	Gainesville	Alachua
Webster, Edwin Burchard	Arts Soph.	Jacksonville	Duval
Weeks, Hubert	Arts Sr.	Tampa	Hillsboro
Weintraub, David	Law Jr.	Key West	Monroe
Weissinger, Arthur B.	Engr. Soph.	Orlando	Orange
Welch, Gardner Warren	Arts Special	Gainesville	Alachua
Welch, Herbert Morrison	Ag. Fresh.	St. Petersburg	Pinellas
Welles, Gurdon Henry	Engr. Fresh.	Miami	Dade
Wells, Henry Irvin	Teachers Jr.	Orlando	Orange

Name	Class	Home Address	County or State
Wells, Wm. Green	Graduate	City Point	Brevard
Wells, Wm. James, Jr.	Teachers Sr.	Holley	Santa Rosa
West, Arthur Lowell	Engr. Jr.	Tampa	Hillsboro
West, Chas. Alfred	Arts Soph.	Tampa	Hillsboro
West, Chas. Roy	Ag. Fresh.	Palm Beach	Palm Beach
West, Thomas Franklin, Jr.	Law Sr.	Tallahassee	Leon
Wetherington, Alton B.	Arts Fresh.	Jasper	Hamilton
Wetmore, Roy Edw.	Engr. Fresh.	Lake Wales	Polk
Wettstein, Otto	Arts Fresh.	Orlando	Orange
Wheeler, Carl Bryson	Ag. V.	Seffner	Hillsboro
Whisenant, Robt. B.	Engr. Soph.	Palmetto	Manatee
Whitaker, Glenn Owen	Pharmacy	St. Petersburg	Pinellas
White, Amos Burdett	Arts Fresh.	St. Petersburg	Pinellas
White, Edw. Poston	Law Sr.	Miami	Dade
White, Harry B.	Engr. Fresh.	Tampa	Hillsboro
Whitefield, Wm. Watson	Arts Fresh.	Miami	Dade
Wiard, David Kyle	Arts Fresh.	Sullivan	Illinois
Widell, Carl A.	Arts Fresh.	W. Palm Beach	Palm Beach
Wiig, Jno. Cornelius	Arts Fresh.	Cocoa	Brevard
Wiig, Paul Orlando	Arts Sr.	Cocoa	Brevard
Wilder, Calffrey Dana	Ag. Soph.	Tampa	Hillsboro
Wilder, Geo. Walling	Pharmacy	Plant City	Hillsboro
Wilder, Roy Linton	Teachers Fresh.	Cantonment	Escambia
Wildonger, Chas. Fulmar	Pre-Med	Collingswood	New Jersey
Wilhoyte, Roy Evans	Arts Special	Lake Wales	Polk
Wilkerson, Robt. Lathair	Engr. Soph.	Leesburg	Lake
Wilkinson, Roy H.	Pre-Med.	Jasper	Hamilton
Williams, Burton Caswell	Law Fresh.	Tallahassee	Leon
Williams, DeWitt Everitt	Graduate	Williston	Levy
Williams, Edwin Lacy	Teachers Soph.	Williston	Levy
Williams, Harry Groover	Law Fresh.	Tampa	Hillsboro
Williams, Joseph Edw.	Teachers Soph.	St. Cloud	Osceola
Williams, Lovick Pierce	Law Jr.	Gainesville	Alachua
Williamson, Frank Harold	Law Sr.	Miami	Dade
Willingham, Herman W.	Ag. V.	Pensacola	Escambia
Wilson, Alvah Harry	Engr. Jr.	Jacksonville	Duval
Wilson, Chas. Clinton	Arts Special	Pinehurst	Georgia
Wilson, Clarke Bryan	Arts Fresh.	Landon	Miss.
Wilson, Dwight L.	Teachers Special	Gainesville	Alachua
Wilson, Lorenzo Arthur	Arts Fresh.	Bartow	Polk
Wilson, Oscar W.	Ag. V.	Lake City	Columbia
Wilson, Wm. Horace, Jr.	Law Fresh.	Lake City	Columbia
Wimer, Arthur C.	Arts Soph.	St. Cloud	Osceola
Windham, James Walton	Arts Special	Waldo	Alachua
Windham, Joe Perry	Engr. Fresh.	Gonzalez	Escambia
Windsor, Alfred Lester	Arts Special	Winter Haven	Polk
Wingert, Chas. Hawk	Arts Soph.	Punxsutawney	Pennsylvania
Wingert, Earl Perry	Arts Fresh.	Punxtawney	Pennsylvania
Winter, Henry Kenneth	Ag. Fresh.	Oakland	Orange
Wise, Eugene Field	Arts Soph.	Gainesville	Alachua
Wise, Jacob Hooper	Graduate	Gainesville	Alachua
Witten, Sam	Pre-Med.	Jacksonville	Duval
Witter, Frank H.	Ag. Special	Gainesville	Alachua
Witter, James Bishop	Ag. 1 yr.	Gainesville	Alachua
Wolfe, Stanley Reed	Arts Special	Pensacola	Escambia
Wolfe, Wm. Hannah	Law Jr.	Pensacola	Escambia
Woodruff, Richard Starkey	Law Fresh.	Orlando	Orange
Woods, Lemuel Phillips	Arts Jr.	Tampa	Hillsboro
Worden, Harold Chester	Arts Jr.	Winter Haven	Polk
Work, Burton Nathaniel	Arts Jr.	DeFuniak Springs	Walton
Worley, Lee McBride	Law Jr.	Miami	Dade
Wray, Frederick Ellis	Engr. Fresh.	Avon Park	Highlands
Wray, Robt.	Graduate	Ocala	Marion
Wright, Claude Bernard	Pre-Med.	St. Petersburg	Pinellas
Wright, Frank Summer	Arts Soph.	Jacksonville	Duval
Wright, Scheffel Hays	Pre-Med.	Miami	Dade
Wyatt, Milton Hans	Arts Sr.	Bradentown	Manatee
Wylam, Wm. Earl	Ag. Special	Tampa	Hillsboro
Wynn, Clarence A.	Ag. V.	Auburndale	Polk
Wyse, Jno. H.	Teachers Fresh.	Clewiston	Hendry
Yeats, Milton Leonidas	Law Sr.	Tampa	Hillsboro
Young, Harry Irwin	Law Fresh.	St. Petersburg	Pinellas
Young, Martin Green	Ag. Jr.	Jupiter	Palm Beach
Young, Robt. Conger	Arts Sr.	Ozona	Pinellas
Ziebe, Otto Edw.	Engr. Soph.	Jacksonville	Duval
Zoller, Bernard Updegraff	Arts Fresh.	Bradentown	Manatee
Zumwalt, Frank I.	Pharmacy	Lemon City	Dade

SUMMER SCHOOL 1924

Name	Postoffice	County or State
Abercrombie, Undine Dora	Williston	Levy
Adamo, Angelina Scozzari	Tampa	Hillsboro
Adams, Mrs. Annie McP.	Gainesville	Alachua
Adams, Juanita Emma	Avon Park	Highlands
Adkins, Dorothy Corinne	Hawthorne	Alachua
Adkins, Annie Belle	St. Catherine	Sumter
Akins, Hattie	St. Catherine	Sumter
Albury, Mary E.	Key West	Monroe
Allen, A. C.	Zellwood	Orange
Allen, Bessie T.	Lecanto	Citrus
Allen, Nannie Orene	Dawson	Georgia
Allen, Ola	St. Petersburg	Pinellas
Alexander, Mrs. Mary Louise	Sorrento	Lake
Alexander, Nell Mitchell	Sorrento	Lake
Anders, Sara M.	Pablo Beach	Duval
Anderson, Beulah	Manatee	Bradentown
Anderson, Lennie Ruth	Hallandale	Broward
Anderson, Ruth	Plant City	Hillsboro
Andrews, Alva Christopher	Darlington	Holmes
Andrews, Emma	Lawtey	Bradford
Andrews, Lothair Benjamin	Darlington	Holmes
Antuono, Louis Elmo	Tampa	Hillsboro
Arnett, Hettie	Longwood	Seminole
Arnold, Della Grace	Valdosta	Georgia
Arnow, Mrs. S. Josie	Micanopy	Alachua
Arrington, Gladys	Collins	Mississippi
Arrington, Lucile	Trenton	Alachua
Atanasoff, Ethelyn	Bradley Junction	Polk
Bailey, Annie Beatrice	Port Tampa City	Hillsboro
Bailey, Edith May	Clermont	Lake
Bain, Homer Andrew	Webster	Sumter
Baker, Celestia Althea	Tampa	Hillsboro
Baldwin, Mrs. Annie	Alachua	Alachua
Barber, Ola	Bunnell	Flagler
Barchan, Rose	Jacksonville	Duval
Barker, Kathleen Florence	South Jacksonville	Duval
Barnes, Ruth	Tampa	Hillsboro
Barrs, Ruby Aletha	Larkins	Dade
Barton, Agnes Turh	Gainesville	Alachua
Beach, Lillie Mae	Webster	Sumter
Beall, James Louis	Gainesville	Alachua
Beasley, Pearle Lillie	Hawthorne	Alachua
Beasley, Violett	Barberville	Volusia
Beatty, Edward Paul	Jennings	Hamilton
Beaver, Dorothy Mary	Key West	Monroe
Beckett, Mrs. Mary	Tarpon Springs	Pinellas
Bellah, Maybelle	Gainesville	Alachua
Bell, Mary Alice	Danie	Broward
Benjamin, Chas. Frederick	Ocala	Marion
Bennett, Marth Elizabeth	Tampa	Hillsboro
Bergeson, Fay Louise	Kenansville	Osceola
Berkstresser, Mary Elizabeth	Hawthorne	Alachua
Best, Florence Adeline	Fairfield	Marion
Bettes, Irene Jewel	St. Augustine	St. Johns
Billings, Bernice Viola	Plant City	Hillsboro
Bingham, Beatrice M.	Miami	Dade
Black, Arthur Keith	Gainesville	Alachua
Blackburn, Mrs. Ida Mae	Ft. Lauderdale	Broward
Blitch, Clifford G.	Raiford	Union
Blitch, Loonis	Ocala	Marion
Blue, Kelmer James	Boyd	Taylor
Bohen, William Henry	Live Oak	Suwannee
Boltin, Bill Golden	Gainesville	Alachua
Boney, Ceacle DeWitt	Wauchula	Hardee
Boswell, Helen Edna	Lakeland	Polk
Bouchelle, Anne Virginia	DeLand	Volusia
Boxx, Marie	Doctor's Inlet	Clay
Boyd, John Mann	Clermont	Lake
Bozeman, Mrs. Etta Myrtle	Live Oak	Suwannee
Bozeman, Marvin Luther	Live Oak	Suwannee
Bradbury, Mrs. Esther Shaw	Umatilla	Lake
Braddock, Heyward Milhollin	Crescent City	Putnam
Bradshaw, Virgil Marlow	San Antonio	Pasco
Brannen, Eula B.	Jasper	Hamilton
Branning, Mrs. Annabelle Abney	Safety Harbor	Pinellas
Breazeale, Mildred	High Springs	Alachua
Brigman, Alberta Rebecca	Gainesville	Alachua
Brooks, Margaret Mayo	Tampa	Hillsboro

Name	Home Address	County or State
Brothers, Lionel Raymon	Reddick	Marion
Brower, Mrs. Cardelle Williams	Crescent City	Putnam
Brown, Eva Mae Pauline	Jacksonville	Duval
Brown, Sara Louise	Tampa	Hillsboro
Brown, Mrs. Wm. Mark	Miami	Dade
Brumley, Frank Warner	Gainesville	Alachua
Brush, Merwina Mary	Gainesville	Alachua
Bryan, Etta Wood	Grenwood	Jackson
Bryan, Evelyn Moreland	Marianna	Jackson
Bryan, Mrs. F. C.	Kissimmee	Osceola
Bryan, Virginia	Coleman	Sumter
Bryant, Chester Lee	Jacksonville	Duval
Bryant, Eleanor Stonie	Gainesville	Alachua
Bryant, Ila Mae	Gainesville	Alachua
Bryant, Lorene Clara	Bowling Green	Hardee
Bryant, T. C., Jr.	Bell	Alachua
Buckells, Lucille	Jasper	Hamilton
Buffington, Eleanor Mae	Morriston	Levy
Bullard, Mrs. Fannie Avrett	Ft. Pierce	St. Lucie
Bullock, Wm. Jennings	Noçatee	DeSoto
Burgess, Josephine S.	St. Augustine	St. Johns
Burkart, Magdalene	Jacksonville	Duval
Burnette, Eunice Cornelia	Tampa	Hillsboro
Burnett, Freda Byrel	Balm	Hillsboro
Burnett, Minnie	New Smyrna	Volusia
Burnett, Wilson Milton	Bradentown	Manatee
Burr, Raymond O.	Tallahassee	Leon
Burrus, Pauline Hall	Key West	Monroe
Burry, Georgia Elise	Orange Lake	Marion
Burry, Gladys Sybil	Orange Lake	Marion
Butler, Herbert Lewis	Leesburg	Lake
Cade, Mattie C.	Seville	Volusia
Cadwallader, Marguerite Grace	Little River	Dade
Caldwell, Mrs. Pansy Barret	DeLand	Volusia
Callen, Gertrude Vera	Tampa	Hillsboro
Cameron, Mrs. Lolo	Palatka	Putnam
Cameron, Pearl	Jacksonville	Duval
Camp, Alma V.	Okeechobee	Okeechobee
Campbell, Monroe, Jr.	Pensacola	Escambia
Cannon, Carl W.	O'Brien	Suwannee
Cannon, Mrs. C. W. Beatrice	O'Brien	Suwannee
Cannon, Mary Amanda	Gainesville	Alachua
Carey, Miriam Elaine	Key West	Monroe
Carlton, Robt. Arthur	Knights	Hillsboro
Carnes, Carl C.	Florahome	Putnam
Carpenter, John T.	Laurel Hill	Okaloosa
Carr, Marie Isabelle	Felda	Hendry
Carter, Edgar W.	Oxford	Sumter
Carter, James Cook	Gonzalez	Escambia
Carter, Myrtle Alice	Mulberry	Polk
Carter, Wm. Lafayette	Waukeenah	Jefferson
Cartwright, Leonard Carl	Larkins	Dade
Cason, Dot	LaCrosse	Alachua
Cason, Ernest Wesley	Bartow	Polk
Cason, Gola	LaCrosse	Alachua
Cawthon, Mrs. Violetta	Bagdad	Santa Rosa
Cellon, Ruby Annie	Gainesville	Alachua
Chaffee, Ruth N.	DeLand	Volusia
Chaffer, Herbert Jones	Longwood	Seminole
Chamberlin, Ruth Violet	Windermere	Orange
Champlin, Ralph C.	Jacksonville	Duval
Chapman, Mrs. Ethelle B.	St. Petersburg	Pinellas
Chapman, Mattie Pauline	Plymouth	Orange
Chapman, Violet Lillian	Jacksonville	Duval
Chestnut, Travis	Jacksonville	Duval
Chittenden, Laura A.	Sanford	Seminole
Clark, Monroe E	Orlando	Orange
Clary, Alton Ewing	Crestview	Okaloosa
Clay, Alice Elizabeth	Miami	Dade
Clayton, Erwin Americus	Gainesville	Alachua
Clayton, Gladys Milton	Macclenny	Baker
Cleare, Averil Caroline	Key West	Monroe
Clements, Sally	Live Oak	Suwannee
Clyatt, Mae Irene	Echo	Levy
Clymore, Isabelle Alice	Jacksonville	Duval
Cobb, Samuel Exum, Jr.	Gainesville	Alachua
Cobia, Mary Louise	Lake City	Columbia
Cockroft, Nannie	Perry	Taylor
Coffin, Mrs. Josie Lillian	Winter Haven	Polk
Cogburn, Park Harry	Cottondale	Jackson

Name	Postoffice	County or State
Colclough, Mrs. Olive A.	Gainesville	Alachua
Coley, H. S.	Pensacola	Escambia
Collins, Lucile Grace	Evinston	Marion
Collins, Vesta Elithe	Starke	Bradford
Colson, Cornelia Lucile	Gainesville	Alachua
Cone, Ida Ruth	Plant City	Hillsboro
Conerly, Mildred Oveda	Brooker	Bradfard
Cooper, Bernice Mary	Apopka	Orange
Coucha, Fernandez German	Lima	Peru
Craig, Vivia	Elfers	Pasco
Crawford, Ina	Jacksonville	Duval
Creighton, Leila Anna	Old Town	Dixie
Crenshaw, Etta	Wildwood	Sumter
Crews, Lester Thomas	Venus	Highlands
Crook, Mrs. Kate	Jacksonville	Duval
Crookshank, John Alexander	Live Oak	Suwannee
Crum, Rheba Marie	Larkins	Dade
Crown, Raymond Merchant	Gainesville	Alachua
Curry, John Fred	Key West	Monroe
Dailey, Betty Grace	Fayetteville	New York
Daniel, Bertha	Chipley	Washington
Daniel, Bertha Mabel	Ft. Myers	Lee
Daniels, Leila Lavenia	Groveland	Lake
Dann, Mrs. Ida Meeks	St. Petersburg	Pinellas
Darrow, Evelyn Louise	Sanford	Seminole
Davis, Emma D.	Montgomery	Alabama
Day, Elsie Mae	Sumner	Levy
Deen, Carrie	Gainesville	Alachua
Dees, Viola Pearl	Richloam	Hernando
DeVane, Mable Helen	Jennings	Hamilton
Dew, Lynn Bernice	Alachua	Alachua
Dew, Zelle Avon	Alachua	Alachua
Dobbs, Dorothy Clovis	Wray	Georgia
Dodd, Augusta	Waldo	Alachua
Dodd, Mrs. Ruby A.	Seffner	Hillsboro
Dodson, Charles Lewis	Gainesville	Alachua
Doke, Zemla	Ft. Meade	Polk
Dorsey, Anne Elizabeth	Gainesville	Alachua
Dorsey, Emily Alice	Gainesville	Alachua
Douthit, Thelma S.	Peters	Dade
Dowdell, (Miss) Philip	Wimauma	Hillsboro
Dowdell, Susan	Wimauma	Hillsboro
Downing, Helen Crosby	Wauchula	Hardee
Draa, Edithe Irene	Aurantia	Brevard
DuBose, Annie Mabel	High Springs	Alachua
Dudley, Edna	Newberry	Alachua
Dugger, Lonnie Lee	Macclenny	Baker
Durrance, Charles Livingston	Pinecastle	Orange
Dutton, Nellie V.	New Smyrna	Volusia
DuVall, Wallace Odell	Hampton	Bradford
Dyson, Annie Belle	Sanford	Seminole
Dyson, Mary Eula	Sanford	Seminole
Easters, Mildred	Gulfport	Pinellas
Easters, Mrs. Mary E.	Gulfport	Pinellas
Eberlein, Fred E.	Gainesville	Alachua
Ebinger, Rollin Jesse	Tampa	Hillsboro
Echols, Lucile	Sanford	Seminole
Edwards, Mabel Louise	Lawtey	Bradford
Edwards, Margaret Ruth	Cantonment	Escambia
Edwards, Mrs. Mary Leitner	Kissimmee	Osceola
Eells, Ruth Mildred	Palmetto	Manatee
Ellzey, Florrie Mae	Madison	Madison
English, Hugh Young	Frederick	Maryland
Eshleman, S. Kendrick, Jr.	Gainesville	Alachua
Evans, Frances Louise	Tampa	Hillsboro
Fant, Maude Éloise	Morriston	Levy
Farley, Thelma	Jacksonville	Duval
Farr, Exie Mae	Wauchula	Hardee
Faulk, Eva Pauline	Thonotosassa	Hillsboro
Feagle, Edythe Pearle	Ft. White	Columbia
Feaster, Elizabeth Lois	Micanopy	Alachua
Ferlita, Lillie Agnes	Tampa	Hillsboro
Fernald, Leon Fitzpatrick	Tarpon Springs	Pinellas
Fertic, Ruth Marie	Kissimmee	Osceola
Fish, John Sterling	Moniac	Georgia
Fish, Swatie Irene	Glen St. Mary	Baker
Fisher, Irene Edythe	Tampa	Rillsboro
Fletcher, Horace Biddell	Greensboro	Gadsden

Name	Postoffice	County or State
Fletcher, Nell Gregory	Greensboro	Gadsden
Flowers, Elizabeth	Sanford	Seminole
Flowers, Mrs. L. A.	Campville	Alachua
Fogg, Grace Dell	Graham	Bradford
Foulks, Frank Marshall	Tampa	Hillsboro
Fowler, Wm. John	Jacksonville	Duval
Fox, Edgar Vincent	Apopka	Orange
Freeman, Edna Elizabeth	Tampa	Hillsboro
Freeman, Loyce Caddie	Lithia	Hillsboro
Frei, Mary Arilla	Archer	Alachua
Frensdorf, Charles A. H.	Gainesville	Alachua
Frese, Antoinette Mary	Tampa	Hillsboro
Friend, Hattie May	Pahokee	Palm Beach
Frink, Ally Sue	Ft. Pierce	St. Lucie
Futch, Glenn Z.	Alachua	Alachua
Futch, Opal	Alachua	Alachua
Galloway, Mrs. Athey Commander	Darlington	Walton
Gant, Mrs. Gertrude	Ehren	Pasco
Gardner, Ella Genevieve	Port Tampa City	Hillsboro
Garside, Marion F.	Gainesville	Alachua
Gause, Harriette	Gainesville	Alachua
Gay, Gussye	Hague	Alachua
Geiger, Laurine	Mayo	Lafayette
Geiger, Ula Lee	Stuart	Palm Beach
George, Josie	High Springs	Alachua
Gerig, Margaret	Ocala	Marion
Gilbert, Margaret Ellen	Plant City Gin	Hillsboro
Ginter, Lillian Verna	Eau Gallie	Brevard
Ginter, Olive Beryl	Eau Gallie	Brevard
Givens, Thelma Uldine	Tampa	Hillsboro
Glidewell, Grace Melvin	Jacksonville	Duval
Godwin, Drew Semion	Morriston	Marion
Golden, Lafayette	Gainesville	Alachua
Golden, Mrs. Eva Ferrell	Gainesville	Alachua
Goodson, Mary Alma	Gainesville	Alachua
Goodyear, Mrs. Alice Calhoun	St. Petersburg	Pinellas
Gordon, Beulah Mae	Lakeland	Polk
Gould, Lena	Jacksonville	Duval
Graham, Gladys	Tampa	Hillsboro
Gravely, Mrs. Mae	Ft. Meade	Polk
Gray, Leon Archie	Hinson	Gadsden
Green, Blanche	Ft. Valley	Georgia
Green, Eva Lavenia	Perry	Taylor
Griffin, Ethel Melba	Starke	Bradford
Grillon, Leota Florence	Key West	Monroe
Guess, Mary Campbell	Williston	Levy
Gulley, Iva Lorena	Oakland	Orange
Gunn, Annie Mae	Gainesville	Alachua
Guthrie, Audrey Elizabeth	Cortez	Manatee
Gutteridge, Bertha Keller	Ft. Lauderdale	Broward
Haile, Mrs. Jennie Rogers	Jacksonville	Duval
Hall, Annie Pearle	Gainesville	Alachua
Hall, Bessie Mae	Oxford	Sumter
Hall, Carrie Margaret	Muscogee	Escambia
Hall, Isobel Sara	Tampa	Hillsboro
Hall, Janie Pauline	Orlando	Orange
Hall, Jos. W.	Gainesville	Alachua
Hall, Mary Ellen	Citra	Marion
Hall, Mrs. Pearl Futch	Gainesville	Alachua
Hall, Rubie Mae	Gainesville	Alachua
Hall, Robert L.	Tampa	Hillsboro
Hall, Mrs. Zona Giles	Tampa	Hillsboro
Halliburton, Mary	Henning	Tennessee
Hamilton, Alma Lee	Hawthorne	Alachua
Hampton, Nettie Eunice	LaBelle	Hendry
Hancock, Mrs. Zerue	Trilby	Pasco
Hane, Emma Barkley	Lakeland	Polk
Hansen, Mrs. Edna Grayce	Newberry	Alachua
Hansen, Thomas	Newberry	Alachua
Hardee, Albert Pierson	Bronson	Levy
Hardee, Inez Velma	Chiefland	Levy
Hardee, Lucile M.	Bronson	Levy
Hardy, Albert L.	Vernon	Washington
Harp, Alfred Wright	Wauchula	Hardee
Harris, Bernice Georgia	Tampa	Hillsboro
Harrison, Clarence A.	Anthony	Marion
Harrison, G. L.	Anthony	Marion
Harrison, Grady	Anthony	Marion
Harrison, Mrs. Kate P.	Anthony	Marion

Name	Postoffice	County or State
Harrison, Maude Gertrude	Williston	Levy
Harrison, Wm. Maurice	Cottondale	Jackson
Hart, Kermit Thomas	Tampa	Hillsboro
Hart, Loca Lillie	Avon Park	Highlands
Hart, Mrs. Ollie	Lakeland	Polk
Hartley, Lucy	Sutherland	Pinellas
Hathaway, Edith	Gainesville	Alachua
Haseltine, Mrs. Adaline J.	Tampa	Hillsboro
Hauptmann, Oliver Howard	Gainesvile	Alachua
Hawk, Zarita Elizabeth	Tampa	Hillsboro
Hawkins, Elspeth Edward	Glen St. Mary	Baker
Hawkins, John Rex	Groveland	Lake
Hawsey, Amye Belle	Jay	Santa Rosa
Hay, Mrs. Lura Cone	White Springs	Hamilton
Hayden, Louise Elizabeth	Palmetto	Manatee
Haynes, John Milner	Dunnellon	Marion
Hazen, Lucian Ottis	Brooker	Bradford
Helveston, Lucille Marion	Tampa	Hillsboro
Hemphill, Kate	Evinston	Alachua
Henderson, Bertha Lee	Odessa	Pasco
Henderson, Edwin L.	Greenville	Madison
Henderson, Lucile	Irwinton	Georgia
Henderson, Mary	Ft. Lauderdale	Broward
Henderson, Ralph W.	Greenville	Madison
Henderson, Mrs. Ruby G.	Greenville	Madison
Hendry, Harry Friedson	Ft. Myers	Lee
Henley, Julia Ann	Inverness	Citrus
Henkel, Miller S.	Winter Park	Orange
Hentz, Pearl Virginia	Tallahassee	Leon
Hess, Louise Wilhelmina	Kissimmee	Osceola
Hewitt, Harry Clifford	St. Petersburg	Pinellas
Hewitt, Oliver Wm.	St. Petersburg	Pinellas
Hickson, Mrs. Annie S.	Apopka	Orange
Hill, Florence Rosalie	Homestead	Dade
Hinson, Murphy Roy	Hinson	Gadsden
Hinton, Arthur Kenneth	Avon Park	Highlands
Hinton, Mrs. Fannie	Avon Park	Highlands
Hitchcock, Mrs. Josephine Shinn	Davenport	Polk
Hodge, James Perry	Tampa	Hillsboro
Hodge, Ruth Elizabeth	Newberry	Alachua
Hodges, Corinne Elliott	High Springs	Alachua
Hodges, Myra	Orlando	Orange
Hoffner, Mrs. Maude	Pinecastle	Orange
Hogan, Alice	Trenton	Alachua
Hogan, Della	Trenton	Alachua
Hogan, Mrs. Tassie	Bartow	Polk
Holland, Juanita Frances	Wimauma	Hillsboro
Holt, Mrs. Blanche Juanita	St. Petersburg	Pinellas
Holiday, Arhsabel	Alturas	Polk
Hollingsworth, Ola	Ft. White	Columbia
Hollingsworth, Mrs. Ruth H.	Arcadia	DeSoto
Holloway, Augusta Yvonne	Plant City	Hillsboro
Homan, Mrs. Leila V.	Yalaha	Lake
Honeywell, Harry Lewis	Forty Fort	Pennsylvania
Hopkins, Marion Frances	Jacksonville	Duval
Horne, Maud Ethel	Trenton	Alachua
Horricks, Emily	South Jacksonville	Duval
Horton, Mrs. Daisy F.	Ft. Pierce	St. Lucie
Howard, Gladys Marie	Trenton	Alachua
Howard, Mrs. Mary O.	Island Grove	Alachua
Howell, Sam Boyce	Jennings	Hamilton
Howell, Mrs. Vera Mae	Miami	Dade
Hudnall, F. Samuel	Gainesville	Alachua
Hudnall, John Mayes	Gainesville	Alachua
Hudson, Mrs. Edna Frankie	Trenton	Alachua
Hudson, Mrs. J. H.	Bradley Junction	Polk
Hughey, Esther Louise	Sanford	Seminole
Hume, Edward Grisdale	Jacksonville	Duval
Hunter, Mrs. Jessie Peeler	Whitehouse	Duval
Hunter, Lowell S.	Lake Worth	Palm Beach
Hurlbert, Hortense	Jacksonville	Duval
Hutchinson, Liela Mae	Palatka	Putnam
Ingalls, Sylvia Aurora	Coconut Grove	Dade
Isaac, Albert L.	New Augustine	St. Johns
Ives, Mrs. Eloise King	Crescent City	Putnam
Ivey, Mrs. J. A.	Wellborn	Suwannee
Johns, Henry Lamar	Lutz	Hillsboro
Johnson, Alex Ralph	Laurel Hill	Okaloosa
Johnson, Arthur F.	Laurel Hill	Okaloosa
Johnson, Mrs. Arthur Fielbeen	Lakeland	Polk

Name	Postoffice	County or State
Johnson, Blanche	Tampa	Hillsboro
Johnson, Mrs. Ida P.	Lutz	Hillsboro
Johnson, Jewell Inez	Wauchula	Hardee
Johnson, Lee Eugene	Holt	Santa Rosa
Johnson, Mary	Arcadia	DeSoto
Johnson, Mrs. Mary Ivey	Fernandina	Nassau
Johnson, Myra	High Springs	Alachua
Johnson, Nellie Christine	Lutz	Hillsboro
Johnson, Mrs. Willie Crawford	Evinston	Alachua
Johnson, Roy E.	Holt,	Santa Rosa
Johnston, Audrey	Inverness	Citrus
Jones, Bibb Ernest	Seville	Volusia
Jones, Helen Drysdale	Tampa	Hillsboro
Jones, Mary Mertie	Bronson	Levy
Jordan, Ervin W.	Gainesville	Alachua
Jordan, Lottie	Trenton	Alachua
Jordan, Virginia Lanier	Crescent City	Putnam
Joyner, Mrs. Elsie Theresa	Haines City	Polk
Judy, Marjorie Stockwell	Ft. Meade	Polk
Kea, Dorothy	Hawthorne	Alachua
Keel, Mrs. Maggie Reedy	Umatilla	Lake
Keene, Otice Leona	Knights	Hillsboro
Keith, Kate	Lakeland	Polk
Kelly, Mrs. Birdie L.	Carbur	Taylor
Kelly, J. Homer	Carbur	Taylor
Kelsey, Geo. Andrew	Lake Stearns	Highlands
Kent, Artis Lane	Lee	Madison
Kerr, Mary Margaret	Tampa	Hillsboro
King, Mrs. Ruby Clara	Moultrie	St. Johns
Kirkland, Helen	Auburndale	Polk
Kling, Alice M.	Ft. Pierce	St. Lucie
Knight, Fred Key	Gainesville	Alachua
Knight, Freda	Tampa	Hillsboro
Knight, Mary Lorena	Tampa	Hillsboro
Knowles, Robert Samuel	Gainesville	Alachua
Knowles, Mrs. Ruth Ellen	Gainesville	Alachua
Knox, Mrs. Carol S.	Valrico	Hillsboro
Koester, Mrs. Fred	Jacksonville	Duval
Koester, Martha A.	DeLand	Volusia
Koons, Pearl	Palmetto	Manatee
Kraus, Edna	Jacksonville	Duval
Laird, Addison Shuler	St. Matthews	South Carolina
Laird, Mrs. Gladys O'Neal	Jacksonville	Duval
Lamons, Albert	Gainesville	Alachua
Lancaster, Cornelia Morris	Kissimmee	Osceola
Lang, Mrs. H. Roy	Archer	Alachua
Larsen, Elizabeth Evangeline	Jacksonville	Duval
Lawhorne, Carl Tillman	Hampton	Bradford
Lawrence, Faybelle	Pahokee	Palm Beach
Lawrence, Helen Elena	St. Petersburg	Pinellas
Lawton, Mrs. Lillian Elizabeth	Oviedo	Seminole
Lecroy, Iwannah Lawrence	Orange City	Volusia
Lee, Hazel Almina	Benson Springs	Volusia
Lee, Herbert Anthony	Gainesville	Alachua
Leitner, Almena	Kissimmee	Osceola
Leitner, Ethel Augusta	Micanopy	Alachua
Lemasters, Leslie Iwing	Lakeland	Polk
Lemieu, Mary Esther	St. Petersburg	Pinellas
Lemon, James McWilliams	Gainesville	Alachua
Leonard, Lillie May	Dowling Park	Suwannee
Lett, Bessie Winna	Plant City	Hillsboro
Lewis, Henry Hayes, Jr.	Marianna	Jackson
Lewis, Ina Opal	Jennings	Hamilton
Lewis, L. Britt	Bronson	Levy
Lewis, R. Ruth	Ft. Myers	Lee
Lewis, Mrs. Vera Odessa	Trenton	Alachua
Limbaugh, Bessie Mae	Williston	Levy
Lindstedt, Alice Marie	Hallandale	Broward
Lipscombe, (Miss) M. B.	Jacksonville	Duval
Litzell, Mrs. Della R.	Mannville	Putnam
Livingston, Mattie	Carbur	Taylor
Lord, Dorothy Charlibois	Gainesville	Alachua
Love, Lillie McQueen	Trenton	Alachua
Lowe, Eloise Euphemia	Key West	Monroe
Lowery, Mary Elizabeth	Lawtey	Bradford
Lowery, Verna Lura	Plant City	Hillsboro
Ludwig, Louise	Gainesville	Alachua
Lynch, Margaret	St. Petersburg	Pinellas

Name	Postoffice	County or State
McCall, Georgia	Lake City	Columbia
McCall, Sarah Marie	Tampa	Hillsboro
McClain, Howard Elton	Gainesville	Alachua
McClintock, Spero Virginia	Key West	Monroe
McCollum, Mrs. Carolina L.	Gainesville	Alachua
McCoy, Hazele Lydia	Willeford	Alachua
McCormick, Agnes	Gainesville	Alachua
McCormick, Mrs. Nannie McIntosh	Gainesville	Alachua
McDonald, Jackson Henson	Stuart	Palm Beach
McDonald, Katie	Bonifay	Holmes
McDowell, David Franklin	Gainesville	Alachua
McEwen, Dora Naomi	Leesburg	Lake
McEwen, Frank Leslie	St. Petersburg	Pinellas
McEwen, R. O.	Newberry	Alachua
McFarland, Margaret Elizabeth	Ocoee	Orange
McGill, Fern Arline	Lake Worth	Palm Beach
McGilvary, Ludie	Mulberry	Polk
McGrath, Blanche B.	St. Petersburg	Pinellas
McKeown, Charles Wm.	Rockledge	Brevard
McLane, Eldridge Franklin	Apalachicola	Franklin
McLane, Mrs. E. F.	Apalachicola	Franklin
McLeroy, Mae	Trenton	Alachua
McMullen, Elsie	Largo	Pinellas
McNeil, Naomi Hannah	Brandon	Hillsboro
McRae, M. Helen	Jacksonville	Duval
Maddrey, Jocie Lee	Gainesville	Alachua
Magill, Mrs. May	LaBelle	Hendry
Mahood, Mrs. Mildred Hayburn	Miami	Dade
Malone, Glennie Jenora	Muscogee	Escambia
Malphurs, Mrs. Helena Louise	W. Palm Beach	Palm Beach
Martin, Annie Mae	Hawthorne	Alachua
Martin, Emma	Ft. White	Columbia
Martin, Marion Wallace	Galloway	Polk
Martin, Mary Edna	Newberry	Alachua
Martin, Olive Frances	Orange City	Volusia
Martin, Viola Jeanette	New Smyrna	Volusia
Masce, Marie Amelia	Ozona	Pinellas
Masce, Monte T.	Ozona	Pinellas
Matheny, Candler Calhoun	Madison	Madison
Mathews, Eulalie Venentia	Key West	Monroe
May, Aletha	Tampa	Hillsboro
Meadows, Mrs. Carolyn Harris	Umatilla	Lake
Meadows, Mrs. Mattie	Sparr	Marion
Mears, George Hiram	Cypress	Jackson
Mears, Mrs. Sarah Frankie	Cypress	Jackson
Merbler, Adam Ablert	Pensacola	Escambia
Merchant, Margaret Louise	Gainesville	Alachua
Merritt, Angus Chase	Gainesville	Alachua
Metcalfe, Harry G.	Gainesville	Alachua
Metcalfe, Mrs. Willie (H. G.)	Gainesville	Alachua
Meyer, Mrs. Ora Rives	Belleview	Marion
Miley, L.	Plant City	Hillsboro
Miley, Ettie Lenora	Plant City	Hillsboro
Miley, Pearl	Plant City	Hillsboro
Miller, Mildred Elizabeth	Ft. Lauderdale	Broward
Miner, Ruby Gladys	Brooksville	Hernando
Mitchell, Horace Franklin	Live Oak	Suwannee
Mizell, Orville Leroy	Lake Butler	Union
Moon, L. W.	Baker	Okaloosa
Moore, Daisy Inez	Starke	Bradford
Moore, Dewey Rex	Darlington	Walton
Moore, Ellis	Gainesville	Alachua
Moore, Floyce Estelle	Barwick	Georgia
Moore, Mrs. Leila Carter	Tampa	Hillsboro
Moore, Sallie Jim	Brooksville	Hernando
Moore, Wilma Knotts	Dixie	Georgia
Morford, Cora Edna	Port Orange	Volusia
Morrow, Mrs. Albert Roy	Madison	Madison
Morrow, Albert Roy	Madison	Madison
Moseley, Elinor Dortch	Kissimmee	Osceola
Motes, Thelma Irma	Orlando	Orange
Mott, Catherine A.	Tampa	Hillsboro
Mounts, Charles Eugene	Zephyrhills	Pasco
Mounts, Marvin Umphrey	Gainesville	Alachua
Moyer, Martin Hartwell	Ft. White	Columbia
Murray, Dane Josephine	Jacksonville	Duval
Murrow, Eugene Foster	Apalachicola	Franklin
Myers, Ida Louise	Center Hill	Sumter
Nash, Viola Elizabeth	Hawthorne	Alachua
Newberger, Theresa	Lutz	Hillsboro

Name	Postoffice	County or State
Newell, Vincent Guard, Jr.	Ft. Pierce	St. Lucie
Newsome, Wm. Thomas	O'Brien	Suwannee
Nichols, Robert Cecil	Oxford	Sumter
Nicholson, Martha Virginia	High Springs	Alachua
Niswonger, Edith	Kissimmee	Osceola
Nobles, Ellen Catherine	Ft. Meade	Polk
Norris, Mrs. Edith Branan	Jacksonville	Duval
Northcut, Mrs. Ona Hazel	Dover	Hillsboro
O'Bryant, Horace	Oxford	Sumter
O'Bryant, Violet	Oxford	Sumter
O'Cain, Mrs. Charles R.	Chiefland	Levy
Odom, Alton Brooks	Munson	Santa Rosa
O'Donald, Molly	Jacksonville	Duval
Ohl, (Effie) Marilla	Ft. Lauderdale	Broward
Olive, Ollie Mae	Wauchula	Hardee
Olivenbaum, Anna Dorothy	Clermont	Lake
O'Neal, Mary Dell	Largo	Pinellas
Ooley, Charles Lovell	Hastings	St. Johns
Ooley, Mrs. Hollice D.	Hastings	St. Johns
Ormsby, Theodore Autrey	Larkins	Dade
Osborn, Beryl C.	Lake Worth	Palm Beach
Osborn, Leon Lewis	Zellwood	Orange
Osborne, Mrs. Mary S.	St. Petersburg	Pinellas
Osteen, Mrs. Eva	Ft. Myers	Lee
Osteen, Lilly Lucille	High Springs	Alachua
Overton, Mrs. Laura	Tampa	Hillsboro
Overturf, C. Louise	St. Petersburg	Pinellas
Owen, Mildred Evona	Webster	Sumter
Page, Catharine Augusta	Callahan	Nassau
Pagett, Ollie Anna	Darlington	Walton
Parker, Colvin	St. Cloud	Osceola
Parker, Mary Blanche	Quitman	Georgia
Parrish, Jocie	Ocala	Marion
Pate, Ruth	Tampa	Hillsboro
Patton, Donald Ruggles	Umatilla	Lake
Payne, Alva	Lake City	Columbia
Peacock, Ann	Bradentown	Manatee
Peaden, Porter Lee	Holt	Santa Rosa
Pearce, James Martine	Tampa	Hillsboro
Pearce, Mrs. Prudence A.	San Antonio	Pasco
Pearson, Mrs. Rosa Marie	Alachua	Alachua
Pease, Dorothy Mary	Key West	Monroe
Pease, Katherine Young	Key West	Monroe
Pedigo, Marie	Tampa	Hillsboro
Peeler, Ruth Beatrice	Gainesville	Alachua
Peeples, Lorace Helen	Bowling Green	Hardee
Pelham, Beatry E.	Millville	Bay
Pellegrino, Katie Lucille	Tampa	Hillsboro
Perry, Charlotte Louise	Jacksonville	Duval
Persons, Charles Wright	Gainesville	Alachua
Peterson, Gwendolyn	Jacksonville	Duval
Petrie, Frank Angus	Orlando	Orange
Pettit, Effie Doane	Waldo	Alachua
Pfluge, Edward George	LaBelle	Hendry
Phillips, Bertha	Winter Garden	Orange
Phillips, Mrs. Carrie Sigmon	Tampa	Hillsboro
Phillips, Mary V.	Winter Garden	Orange
Philpot, Allia Mae	Trenton	Alachua
Pickren, Mrs. Gertrude Daisy	Palatka	Putnam
Pierce, Andrew Lee	Holt	Okaloosa
Pierce, Sara Berta	Holt	Okaloosa
Pirenian, Zareh Meguerditch	Gainesville	Alachua
Polk, Myrtis Louise	Hawthorne	Alachua
Pollard, Willie May	Lithia	Hillsboro
Poole, Daisie	Quincy	Gadsden
Poppell, Mrs. Louise Cone	Clearwater	Pinellas
Poppell, Roland Leroy	Ft. Pierce	St. Lucie
Posey, Verna Ethelyn	Verna	Manatee
Poston, Rollin Herbert	Bascom	Jackson
Price, Mrs. Fannie	Samsula	Volusia
Price, Mildred Caldwell	Tampa	Hillsboro
Pringle, Gervin Wendel	Baldwin	Duval
Pringle, Mrs. Irene	Tampa	Hillsboro
Pritchard, Rosa Vella	Tampa	Hillsboro
Proctor, Mrs. Suelaw Lucile	Summerfield	Marion
Pryor, George Washington	Mary Esther	Okaloosa
Putnal, Marshall Lee	Verna	Sarasota
Rader, Mrs. Marcia Ashton	Sarasota	Sarasota

Name	Postoffice	County or State
Ramsey, Louie Randall	Gainesville	Alachua
Rawlins, Grace Margaret	Quitman	Georgia
Redding, Alleyne	Lake City	Columbia
Reed, Harriet Beulah	Jacksonville	Duval
Reeves, Stanley N.	Bowling Green	Kentucky
Regan, Emma Belle	Juliette	Marion
Rencher, Mrs. Mamie Lee	Macclenny	Baker
Revels, J. Vernie	Florahome	Putnam
Revels, Mrs. Talitha Eellaine	Elfers	Pasco
Reynolds, Mrs. Ferado	Sumner	Levy
Rhoden, Lola C.	Macclenny	Baker
Rhoden, Sparta L.	Macclenny	Baker
Rice, Elsie Launa	Crestview	Okaloosa
Richards, Clyde	Tampa	Hillsboro
Richards, Irma	Palmetto	Manatee
Richardson, Linton A.	O'Brien	Suwannee
Ridgdill, Mollie	Bartow	Polk
Rivero, Edelmire	Palatka	Putnam
Roach, C. Allene	Williston	Levy
Roberts, Mrs. Dorothy Buford	Mayport	Duval
Roberts, Mrs. Earle S.	Miami	Dade
Roberts, Ola Mable	O'Brien	Suwannee
Roberts, Sidney D.	Gainesville	Alachua
Robinson, Annie Belle	Melrose	Alachua
Robinson, Annie Elsie	Dunnellon	Marion
Robinson, Clarice	Wall Springs	Pinellas
Robinson, Reda	Melrose	Alachua
Robles, Louise	Tampa	Hillsboro
Roche, Buell Franklin	Vernon	Washington
Rodgers, Lillie Elizabeth	Tampa	Hillsboro
Romagnera, Grace Mary	Key West	Monroe
Rork, Beatrice Esther	Ft. Lauderdale	Broward
Rosen, Gertrude Thelma	Miami	Dade
Rosen, Leo	Miami	Dade
Ross, Stoyte Ogleby	Mt. Dora	Lake
Rosser, Mrs. Katie C.	Ft. Myers	Lee
Rousso, Joseph Robert	Gainesville	Alachua
Runnels, Ethel Azalea	Inglis	Levy
Rush, Allie Lee	McIntosh	Marion
Rush, Lillian Irene	Tampa	Hillsboro
Russ, Ashley Roche	St. Petersburg	Pinellas
Russ, F. G.	St. Petersburg	Pinellas
Russ, Mrs. Ila C. (F. G.)	St. Petersburg	Pinellas
Russell, Leona	Ybor City	Hillsboro
Ryland, Lelia Beatrice	Orange City	Volusia
Saffold, Beulah	Wimauma	Hillsboro
Sage, Elizabeth Pauline	Tampa	Hillsboro
Sale, Mrs. Elizabeth N.	Bronson	Levy
Saunders, Wyolene Anna	Homestead	Dade
Savage, Norma Madelle	Seminole	Pinellas
Savage, Una M.	Seminole	Pinellas
Sawyer, Sybil Camille	Key West	Monroe
Scalley, Mrs. Gertrdue V.	Ybor City	Hillsboro
Schermerhorn, Doris Matilda	Orange City	Volusia
Schliesman, Mrs. Irene	Trilby	Pasco
Schneider, Mrs. Anna	Archer	Alachua
Schwartz, Minna	South Jacksonville	Duval
Scott, Alma Marjorie	Bessemer	Alabama
Scotten, John Lewis	Gainesville	Alachua
Searle, Mrs. Leola Thomas	Ft. Myers	Lee
Seay, Margaret Olive	Gainesville	Alachua
Semmes, Sarah Harrison	Tampa	Hillsboro
Sensabaugh, Mrs. Effie Reeve	Winter Haven	Polk
Shaner, Marguerite	Clearwater	Pinellas
Sharp, Mrs. Flossie Jarvis	Ft. Lauderdale	Broward
Sharpley, Elizabeth Sara	Key West	Monroe
Sharpley, Mabel Roberts	Key West	Monroe
Shaw, Ruth E.	St. Petersburg	Pinellas
Shelley, Walter Andrew	Palatka	Putnam
Shelton, Wilma Eunice	Wauchula	Hardee
Sherman, Ruth	Mount Dora	Lake
Shockley, Francis Woodyard	Avon Park	Highlands
Shumate, Eugenia M.	Bartow	Polk
Sikes, Mrs. Annie Fennell	Grandin	Putnam
Simmons, Mrs. Evalyn McNiel	Panama City	Bay
Simpson, Mrs. Frances Louise	Gainesville	Alachua
Simonton, Lillian	Live Oak	Suwannee
Singletary, Albert M.	Ft. White	Columbia
Singletary, James R.	Ft. White	Columbia
Sipprell, Clayton Murray	Palatka	Putnam

Name	*Postoffice*	*County or State*
Sister Anna Maria	St. Augustine	St. Johns
Sister Catherine Semmes	Key West	Monroe
Sister Louise of France	Key West	Monroe
Sister Mary Agatha	Orlando	Orange
Sister Mary Alberta	St. Augustine	St. Johns
Sister Maria Annunciata	St. Augustine	St. Johns
Sister M. Augustin	South Jacksonville	Duval
Sister M. Agnita	South Jacksonville	Duval
Sister Mary Benignus	St. Augustine	St. Johns
Sister Mary Boniface	Jacksonville	Duval
Sister, M. Brendan	Jacksonville	Duval
Sister M. Chrysostom	Jacksonville	Duval
Sister Mary Constance	Jacksonville	Duval
Sister M. Evangelista	St. Augustine	St. Johns
Sister Mary Kevin	Miami	Dade
Sister Mary Monica	Miami	Dade
Sister Mary Norberta	St. Augustine	St. Johns
Sister M. Thecla	Jacksonville	Duval
Sister M. Theophila	Fernandina	Nassau
Sister Mary Regina	St. Augustine	St. Johns
Sister St. Andrew	Jacksonville	Duval
Sister Theresa Joseph	Jacksonville	Duval
Skeen, Jimison F.	Leesburg	Lake
Skinner, Elizabeth	Dunedin	Pinellas
Slappy, Gordon Bernard	Hastings	St. Johns
Slaughter, Minnie Lee	Newberry	Alachua
Sledge, Mildred Catherine	South Jacksonville	Duval
Slone, Carrie Lewis	Mascotte	Lake
Smallbone, Annie Russell	Oakland	Orange
Smedley, Mayme	DeLand	Volusia
Smith, Allen Dozier	Gainesville	Alachua
Smith, Clio Palmer	Jennings	Hamilton
Smith, Dorothea Hopkins	Gainesville	Alachua
Smith, Flossie	Webster	Sumter
Smith, Foster Shi	Hawthorne	Alachua
Smith, George H.	Gainesville	Alachua
Smith, Horace Elon	Jacksonville	Duval
Smith, Lott Silas	Gainesville	Alachua
Smith, Nellie Marion	Green Cove Springs	Clay
Smith, Rosa Lee	Bushnell	Sumter
Smith, Rosa Mae	Gainesville	Alachua
Smith, Ruth Elizabeth	Ft. Myers	Lee
Smith, Sarah Colton	Largo	Pinellas
Smith, William Oscar	Umatilla	Lake
Smith, Mrs. William Oscar	Umatilla	Lake
Smoak, Nina McIntosh	Crescent City	Putnam
Sollee, Beatrice	South Jacksonville	Duval
Sparkman, Christine	Crystal River	Citrus
Speer, Mrs. Herbert L.	Gainesville	Alachua
Spielman, Frederick William	Orlando	Orange
Spivey, Mary Elizabeth	Wauchula	Hardee
Spoto, Mary	Tampa	Hillsboro
Sprinkle, Mrs. Iva Townsend	Lake Butler	Union
Standley, Mildred Alice	Hague	Alachua
Stanford, Vera Frances	Ft. Lauderdale	Broward
Stansel, Roxie Irene	Wellborn	Suwannee
Stanton, Minnie M.	Ruskin	Hillsboro
Stelling, Mrs. Jessie Wall	Augusta	Georgia
Stephens, Maurice Porter	Ocala	Marion
Stribling, Mrs. Samuel Leo	Arcadia	DeSoto
Strunk, Laura Amelia	Gainesville	Alachua
Sullivan, Hardy Alexander	Winter Garden	Orange
Sumner, Robert G.	Summerfield	Marion
Surrency, Vera	Brooker	Bradford
Sutherland, Essie	Canal Point	Palm Beach
Sutton, Murriel	Live Oak	Suwannee
Swafford, Clara Mae	Wauchula	Hardee
Swails, Julia Elizabeth	Ft. White	Columbia
Swilley, Anne Clarice	Mt. Dora	Lake
Swilley, Clement Scott	Linden	Sumter
Swindell, Jewell	Lakeland	Polk
Swindell, Ruth	Lakeland	Polk
Tarboux, Marie Virginia	Buena Vista	Dade
Taylor, Franklin Francis	Gainesville	Alachua
Terwilleger, Helen Bruce	Sanford	Seminole
Theus, Eva	Ocala	Marion
Thigpin, Eleanor Lee	Arcadia	DeSoto
Thomas, Leroy	Bell	Alachua
Thomson, Anna Blair	Gainesville	Alachua
Thomas, Mrs. Grey D.	Belleview	Marion

Name	Postoffice	County or State
Thomas, Jessie	Starke	Bradford
Thomas, Margaret Omerea	Gainesville	Alachua
Thomas, Vera Mae	McAlpin	Suwannee
Thompson, Mrs. J. N.	Oviedo	Seminole
Tiffin, Vena Mae	Minneola	Lake
Tillman, Juanita	Fargo	Georgia
Tindall, Mabel Gene	St. Cloud	Osceola
Tipton, Mary Lucilia	Tampa	Hillsboro
Tolbert, Horace Lamar	Ft. White	Columbia
Told, Esther Helen	Umatilla	Lake
Tomkies, Christine	Gainesville	Alachua
Townsend, Myra Harriet	Tampa	Hillsboro
Trammell, Mrs. Elizabeth	Kissimmee	Osceola
Trimble, Dorothy	Washington	District of Columbia
Truitt, Mrs. Ruth Naomi	Gainesville	Alachua
Trump, Frank	Arcadia	DeSoto
Trump, Mrs. Mary A.	Arcadia	DeSoto
Tulane, Lida	St. Petersburg	Pinellas
Turner, Ernest Pomeroy	Trenton	Alachua
Turner, Francis Edwin S.	St. Petersburg	Pinellas
Turner, Grace Victoria	Gaiter	Marion
Turner, Marcia Carolyn	Rochelle	Alachua
Turner, Nell Elizabeth	Coleman	Sumter
Turner, Reuben E.	Freeport	Walton
Turner, Vesta Mae	Macclenny	Baker
Valentine, Edith Mae	Melbourne	Brevard
Valentine, Marian Adella	Melbourne	Brevard
VanBrunt, Richard William	Inverness	Citrus
Van Hyning, Oather C.	Gainesville	Alachua
Vaughan, Malvina	Center Hill	Sumter
Vaughn, Robert James	High Springs	Alachua
Waddell, Bessie	Alachua	Alachua
Wade, Williebelle	Tampa	Hillsboro
Wadsworth, Mrs. Marie C.	Madison	Madison
Waits, Mildred Louise	Hawthorne	Alachua
Walden, Mattie Eulah	Sarasota	Sarasota
Walden, Pressie Daisy	Tampa	Hillsboro
Waldron, Mrs. Myrtle Bender	Babson Park	Polk
Walker, Frank James	Jacksonville	Duval
Walker, Mrs. J. Randall	Madison	Madison
Walker, Judson Buron	Baker	Okaloosa
Walker, Mrs. Orie Denellie	Gainesville	Alachua
Walker, Mrs. Sallie S.	Gainesville	Alachua
Walker, Shade Wilson	St. Petersburg	Pinellas
Walker, Solomon Loyd	Perry	Taylor
Walker, Thomas George	St. Petersburg	Pinellas
Wall, Ethel Lucile	W. Palm Beach	Palm Beach
Wall, Rellie	Jacksonville	Duval
Wall, Willie Amelia	Linden	Sumter
Wallace, Ellen	Gainesville	Alachua
Wallace, Hazel Katherine	St. Petersburg	Pinellas
Wallace, Mrs. Ruby Ware	Worthington	Union
Walsingham, Gladys A.	Largo	Pinellas
Wamble, Minnie Lee	Ft. Myers	Lee
Warner, Carol Churchill	Crescent City	Putnam
Ward, Annie Maye	Clearwater	Pinellas
Warnock, Mildred Alice	Webster	Sumter
Warren, Lottie Eugenia	Madison	Madison
Waterhouse, Lillian Claudia	Tampa	Hillsboro
Watkins, Verna Margaret	San Antonio	Pasco
Watson, Effie Sue	Thomson	Georgia
Watson, Nannie Louise	Carbur	Taylor
Watson, Wilma Ruth	Gainesville	Alachua
Watt, Mrs. Irene Lee	Benson Springs	Volusia
Watts, Olin Ethredge, Jr.	Bartow	Polk
Weaver, Wm. Simpson	Bristol	Liberty
Webb, Mrs. Edna B.	Jacksonville	Duval
Webb, Harry Carl	Chipley	Washington
Weeks, Bessie	LaCrosse	Alachua
Wells, Amanda May	Eureka	Marion
Wells, Andrew Jackson	Inverness	Citrus
Wells, Catharine	Orlando	Orange
Wells, Cora Emiline	Eureka	Marion
Wells, Dewey Manning	Andalusia	Alabama
Wells, Mrs. Idella	Inverness	Citrus
Wells, Idella Ellen	Inverness	Citrus
Wells, Lena Aline	Riviera	Palm Beach
Wells, Nora	City Point	Brevard
Westbrook, Albert Theodore	Fruitland Park	Lake

Name	Postoffice	County or State
Wheeler, Mrs. Isabel Sybil	Miami	Dade
Wheeler, Jos. Augustus	Miami	Dade
Wheeler, Jos. Drew	Gainesville	Alachua
Whidden, Annie Susan	Wauchula	Hardee
White, Ruth	Gainesville	Alachua
White, Ruth Althea	Tampa	Hillsboro
Whitehead, Noma	Milton	Santa Rosa
Whitehead, Ruth Hester	Hollister	Putnam
Whittle, Jewell Elois	Chiefland	Levy
Wilder, Maude	Branford	Suwannee
Wiles, Juanita Nellie	Archer	Alachua
Willbur, Ernestine Doris	Gulfport	Pinellas
Williams, Angelo David	Gainesville	Alachua
Williams, Bertha	St. Cloud	Osceola
Williams, Burton Caswell	Tallahassee	Leon
Williams, Clarence H.	Barwick	Georgia
Williams, Elsie L.	Gainesville	Alachua
Williams, Jos. Edward	St. Cloud	Osceola
Williams, Mrs. Julia	Ocala	Marion
Williams, Lydia Elizabeth	Kelsey City	Palm Beach
Williamson, Ruth	Gainesville	Alachua
Willis, Mrs. Anna B.	Mulberry	Polk
Wilson, Vern Wm.	Kissimmee	Osceola
Winston, Frances	Gainesville	Alachua
Winter, Kenneth H.	Gainesville	Alachua
Wise, Jacob Hooper	Gainesville	Alachua
Wisenbaker, Mae Belle	Valdosta	Georgia
Withers, Mrs. Euleem, H.	St. Petersburg	Pinellas
Witt, O. V.	Lake City	Columbia
Witt, Percy C.	Ft. White	Columbia
Wood, Cora	Lumpkin	Georgia
Wood, Hoke Smith	Mt. Dora	Lake
Wood, Milo Livingston	Gainesville	Alachua
Woolfolk, Maybell	Bradley Junction	Polk
Woolfolk, Thelma Richard	Avon Park	Highlands
Wooten, Helen M.	Sutherland	Pinellas
Work, Arthur Lee	DeFuniak Springs	Walton
Wright, Mrs. Winonah McD.	Roanoke	Virginia
Wyatt, Corinne	Miakka	Sarasota
Wyatt, Wilton	Miakka	Sarasota
Wyse, John	South Bay	Palm Beach
Yeatman, Ruby	St. Cloud	Osceola
Yon, Marie	Gainesville	Alachua
Younge, Edna Elizabeth	Fairfield	Marion
Young, Mary Elizabeth	Oviedo	Seminole
Young, Mrs. Mary Padgett	Winter Haven	Polk
Yates, Roland Claire	Longham	Polk
Zetrouer, Alberta Mary	Rochelle	Alachua
Zetrouer, Horace Feaster	Rochelle	Alachua

FARMERS' AND FRUIT GROWERS' WEEK 1924

Attendance by Counties

(Names of persons attending may be secured at the Registrar's office.)

Alachua	238	Madison	7
Baker	1	Okaloosa	5
Bay	6	Manatee	7
Bradford	11	Marion	33
Broward	1	Okeechobee	6
Citrus	7	Orange	17
Clay	2	Osceola	5
Columbia	40	Palm Beach	6
Dade	3	Pasco	11
De Soto	15	Pinellas	6
Duval	25	Polk	46
Escambia	9	Putnam	26
Gadsden	8	St. Johns	13
Franklin	2	Ft. Pierce	11
Hamilton	1	Santa Rosa	2
Hardee	1	Seminole	16
Hendry	2	Sumter	7
Hernando	4	Suwannee	7
Highlands	8	Union	2
Hillsboro	22	Volusia	33
Holmes	2	Wakulla	3
Jackson	3	Walton	1
Jefferson	2	Washington	2
Lafayette	1	Out of state	20
Lake	37		
Leon	15	Total	796
Levy	43		

SUMMARY

Graduate School		15
College of Arts and Sciences		736
College of Agriculture—		
College	134	
Two-Year Course	0	
One-Year Course	6	
Four-Months Course	0	
Elementary Vocational Course	59	
		199
College of Engineering		217
College of Law		189
Teachers College and Normal School—		
College	116	
Normal School	21	
Summer School	947	
		1084
Total Enrollment for 1924-25		2440
Less Duplicates		12
		2428
Number attending Farmers' Week 1924		796
Grand Total		3224

SUMMARY BY STATES AND FOREIGN COUNTRIES

	Summer Session 1924	Regular Session 1924-25
Alabama	4	13
Canada	0	1
Connecticut	0	2
Delaware	0	1
District of Columbia	1	0
Florida	[redacted] 895	[redacted] 139
Georgia	16	12
Illinois	0	8
Indiana	0	3
Kentucky	1	0
Maine	0	1
Massachusetts	0	1
Maryland	1	2
Michigan	0	2
Mississippi	1	4
New Hampshire	0	1
New Jersey	0	4
New York	1	3
North Carolina	0	1
Ohio	0	6
Pennsylvania	1	8
Peru, South America	1	1
Republic of Panama	0	1
South Carolina	1	3
Tennessee	1	4

Vermont	0	1
Virginia	1	2
West Virginia	0	1
Total for Summer and Regular Sessions	944	1483
		944
Grand Total		2427

SUMMARY BY COUNTIES

	Summer Session 1924	Regular Session 1924-25
Alachua	169	188
Baker	8	2
Bay	2	8
Bradford	13	6
Brevard	7	23
Broward	11	14
Calhoun	0	9
Citrus	8	5
Clay	2	9
Collier	0	1
Columbia	14	14
Dade	22	92
Duval	54	122
DeSoto	7	12
Dixie	1	0
Escambia	8	36
Flagler	1	1
Franklin	3	2
Gadsden	5	15
Hamilton	8	8
Hardee	12	20
Hendry	4	4
Hernando	3	9
Hghlands	8	8
[redacted]lsboro	91	126
Holmes	3	9
Jackson	8	11
Jefferson	1	4
Lafayette	1	4
Lake	26	40
Lee	8	16
Leon	3	33
Levy	20	6
Madison	11	10
Liberty	1	2
Manatee	9	29
Marion	32	31
Monroe	16	15
Nassau	3	4
Okaloosa	9	4
Okeechobee	1	6
Orange	24	43
Osceola	16	13
Palm Beach	13	39

	Summer Session 1924	Regular Session 1924-25	
Pasco	11	15	
Pinellas	44	100	
Polk	33	77	
Putnam	18	20	
St. Johns	13	13	
St. Lucie	6	15	
Santa Rosa	5	5	
Sarasota	5	4	
Seminole	13	12	
Sumter	20	5	
Suwanne	20	13	
Taylor	8	2	
Union	4	9	
Volusia	21	32	
Wakulla	0	4	
Walton	4	8	
Washington	4	10	
Total from sixty-one Florida Counties	[redacted] 895	[redacted]	1397
Total from other States and Foreign Countries	30	86	
Demonstration School	19	0	
Net Totals	[redacted] 944	[redacted]	1483
Total Summer School and Regular Session		[redacted]	[redacted] 2427

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EXTRA, No. 1
Vol. 20 May, 1925 No. 1

University of Florida

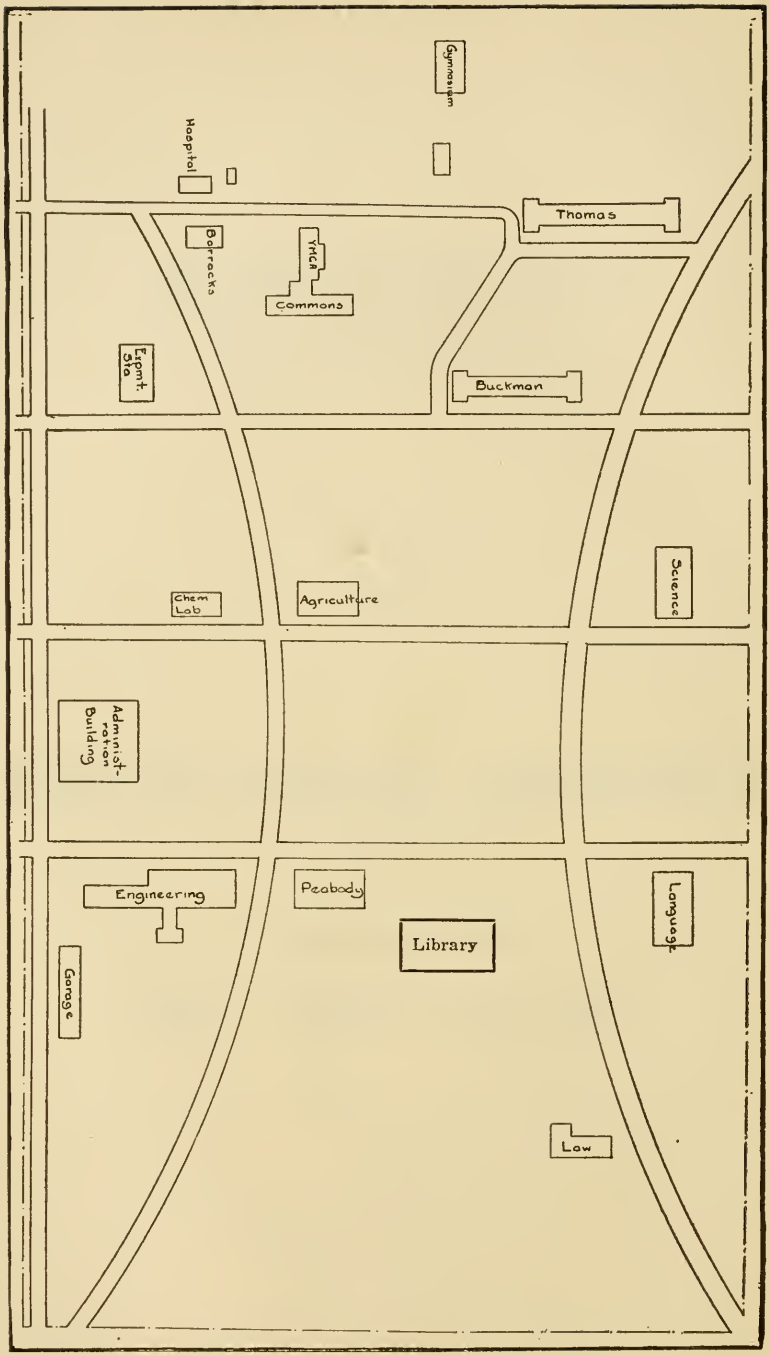
GAINESVILLE, FLORIDA

University Summer School

(Co-Educational)

Announcement

June 16 to August 7, 1925



Plan of Campus

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On Admission: Simpson, Roemer.
On Public Functions: Johnson, Perry, Henderson.
On Graduate Work: Anderson, Farr, Newell, Benton, Trusler, Norman, Leigh.
On Student Publications: Leake, Robertson, Wise.
On Teachers' Certificates: Little, Van Brunt, Hinson.
On Student Council: Borger, Mrs. Roemer, Carrier, Altstetter, Heath.
On Literary Societies: Hathaway, Metcalfe, Sheppard.
On Recreation: (a) For women: Ramsay, Borger, Miltimore.
(b) For men: Johnson, Manchester, Everett, Chandler.
On Buildings and Grounds: Day, Leigh, Benton.
On Student Health: Harris, Beisler, Jackson, Glunt.

GENERAL STATEMENT

The sixteenth annual session of the Summer School of the University of Florida will open Tuesday, June 16, and close Saturday, August 7, the session lasting eight weeks.

Summer study is growing in popularity all over the United States. In 1924 fully one-fourth of all the teachers in the United States attended Summer School. The Summer School, generally speaking, has come to be recognized as an annual event of real and increasing importance to higher education. Indeed, as the president of one of the larger mid-western universities is reported to have said:

> "To a college president, the summer school is the most desirable from many points of view. . . . . There is more of a collegiate atmosphere about the campus. The pupils are there for business. Their presence is not explained by the song, 'We're here because we're here because we're here because we're here.' "

The University Summer School has, accordingly, become an established feature of the work of the University of Florida.

ENROLLMENT PASSES ONE THOUSAND MARK.—The enrollment in the Summer School of 1923 for the first time in the history of the University passed the one thousand mark, reaching 1,028. This does not include thirty-four children enrolled in the Demonstration School. Beginning in 1910, with a group of students — seventy-four in actual numbers — and with a faculty of only some half dozen members, the Summer School has grown to the above proportions with an instructional staff in 1924 of forty-eight. The cordial reception and generous commendations of the work of previous summer sessions encourages us to put forth still greater efforts to make the session of 1925 an improvement over all those that have preceded it.

PURPOSES OF THE SUMMER SESSION.—Work may be taken in the Summer Session for either undergraduate or graduate credit, and a special effort is being made to offer teachers every opportunity for professional improvement and to qualify for higher types of certificates and for the extension of certificates. More specifically, the courses in the summer session are designed to meet the needs of the following persons:

1. Teachers who wish to increase their professional skill, to revise and extend their knowledge of a chosen field, or to qualify in new subjects, preparing to meet special demands in the profession of teaching.

2. School superintendents, principals, supervisors, and other officers. Teachers and supervisors of agricultural education, drawing and art, music, public speaking, physical education and coaching, as well as of the regular academic subjects, will find work especially suited to their needs.

3. Teachers and prospective teachers who desire to secure a high grade teacher's certificate. Extensive opportunities are offered for the review of all subjects required in the state teachers' examinations.

4. Graduate students, especially in the field of Education, though graduate students may major in other departments of the University.

5. Undergraduate students, and especially those registered in the fall and spring semesters of the University. Such students may use to advantage a portion of the vacation period to take up studies which they are unable to include in their regular programs, or to make up deficiencies, or to shorten their courses.

6. High school graduates who are about to enter upon regular university courses and who desire to broaden their preparation for university work.

7. High school students who are not graduates. Such students are sometimes able to make up deficiencies in their high school work. It should be made plain to them, however, that they must make arrangements with their high school principals for receiving credit for work covered. *The Summer School does not grant high school credit*, and in no case should high school principals grant more than a fourth of a year's credit for work covered in one Summer School.

ORGANIZATION.—That these purposes may be realized the work of the Summer School is organized as follows:

1. Normal courses comprising the last two years of high school work and the Freshman and Sophomore years in college, and leading to the Normal Diploma. (For requirements, see page 25.)

2. College courses comprising Freshman, Sophomore, Junior and Senior years in college and leading to standard college degrees of Bachelor of Arts in Education and Bachelor of Science in Education. (For requirements, see p. 23.)

3. Graduate courses leading to advanced degrees. (For requirements, see p. 22.)

4. Professional courses meeting the requirements for the extension of teachers' certificates without further examination.

5. Review courses in all subjects required for teachers' certificates.

MEANS FOR THE ACCOMPLISHMENT OF THE ABOVE PURPOSES

1. THE FACULTY.—For the accomplishment of the above pnrposes, the instructional staff is, of course, by far the most important factor. A complete list has already been given. A greater number of regular University Faculty members than ever before will be retained for the Summer School. The heads of the departments in English, Latin and Greek, Modern Languages, History, Mathematics, Chemistry, Biology, Sociology and Economics, Physics, Philosophy and Psychology, Agricultural Education, Secondary Education, Theory and Practice of Teaching will remain. This makes the opportunity for graduate work unusually good.

In addition to these, a number of noted teachers from out of the state will be present. Of this number, Prof. T. M. Foote, Master of Arts of Peabody College for Teachers, comes to us to teach courses in tests, measurements and surveys. Professor Foote is recommended to us as a scholar and teacher of high ability. He is without doubt one of the best men in the Southern States in his chosen field. Attention of graduate students is called to the exceptional opportunity of taking this work under one so well qualified.

Prof. A. L. Crabb, Master of Arts of Teachers' College, Columbia University, and Doctor of Philosophy of Peabody College for Teachers, will offer the work that has been offered in previous Summer Schools by Dr. J. R. Fulk, who is on leave of absence. Professor Crabb is one of the most capable men that can be found in Educational Administration.

Professor and Mrs. T. J. Smart, of the University of Kansas, will return to us this summer. Professor Smart was here in the summer of 1923 and offered courses in Rural Education

and Rural Life. He plans to offer courses especially designed to prepare teachers to become rural school supervisors. Mrs. Smart will offer courses in supervised teaching and the technique of teaching.

Miss Gladys Henderson, who was with us in the Summer School of 1924 in the Department of Drawing and Industrial Arts, will return. Miss Henderson has spent the entire year in additional preparation, which will make her courses, already very efficient, still more attractive.

Y. M. C. A. Secretary J. E. Johnson, who came to the University in September, 1924, will be in charge of the religious and social life of the campus. Secretary Johnson will be ably assisted by Miss Clevie H. Cullum, of the Concordia School, Jacksonville. Both of these have had special training in their chosen work.

2. THE COURSES OF INSTRUCTION.—Second only in importance to the faculty are the courses of instruction, a description of which is given in detail later.

Special attention is called to the courses that are offered preparatory to the new teacher's certificates. There will be several sections of the course in Biology and also in Elementary Psychology. An attempt has been made to offer work in every subject required for teachers' certificates.

VOCATIONAL EDUCATION FOR SCHOOL ADMINISTRATORS AND TEACHERS.—For some time there has been a felt need for courses dealing specifically with the field of vocational education,—courses particularly designed for school superintendents, principals and teachers, that they may become familiar with the underlying principles of vocational education and better fit themselves to discharge their school duties. In order to decide whether the demands for informational courses in this field are sufficient to warrant the engagement of a well qualified instructor of vocational courses for the Summer Session, it is desired that those interested in pursuing any of these courses address Dean Norman, making a request for the courses.

ECONOMICS AND SOCIOLOGY.—The splendid interest manifested last summer in the special courses and lectures along lines of training for community leadership and professional

social work have made it possible to include in the budget for the coming summer additional courses and special lectures. Moreover, the State Conference of Social Work and the State Probation Officers' Association took definite action at their last session looking to the encouragement and training of especially qualified young people of Florida in welfare work as a career.

It is expected that beginning with this coming session a four summers' curriculum will be offered that, together with foundation work courses in the social sciences, will furnish training for social work equivalent to that given in a regular school of philanthropy. This curriculum should prove of special value to several groups: (1) To teachers of the social sciences; (2) to teachers in all grades who desire to increase their efficiency, especially as community leaders; (3) to teachers who would like to combine social work with teaching or supplement their teaching with some form of professional social work during the summer vacation; and (4) to those who are looking forward to professional social work as a vocation, especially as visiting teachers. The courses offered in the Summer Session of 1925 and described in full later in the bulletin, may well be supplemented by work in other departments, especially in the Department of Physical Education, along the line of play and playground activities.

An additional feature this coming session will be special training of nurses as institutional executives and in public health service under the joint direction of the University Summer School, the National League of Nursing Education and the Florida State Examining Board of Nurses. It is expected that this will develop into a regular feature of nursing education in the State.

3. THE UNIVERSITY CITY.—There are many features of the Summer School other than classroom work that will prove to be conducive to that larger life which should permeate all citizens, especially that of teachers. The advantages that Gainesville presents as the seat of the Summer School are numerous. It is centrally located and easy of access. It has well-paved, lighted and shaded streets, an exceptionally pure water supply, and a good sewerage system. The citizens are energetic, progressive, and hospitable.

4. RELIGIOUS AND SOCIAL LIFE.—The moral and religious atmosphere at the Summer School is wholesome: The leading religious denominations have attractive places of worship in the city and students are welcome at every service. Under the direction of the Secretary of the Young Men's Christian Association, assisted by an able social worker, the religious and social service on the campus is maintained at a high level.

Under this department will be found the programs that are usually connected with the Young Men's and Young Women's Christian Associations. The addition of a social worker to this department in the Summer School of 1923 placed the department of Religious and Social Service on a more definite footing so that it may now function in the student life in a better way.

All the other social organizations on the campus, including the county clubs, will be organized through this department. Every phase of social life will be encouraged. The following is the general program in the

RELIGIOUS DEPARTMENT

Tuesday, 10 A. M.—Devotional exercises at the General Assembly.

Wednesday, 7 P. M.—Devotional services.

Friday, 10 A. M.—Devotional exercises at the General Assembly.

SOCIAL DEPARTMENT

Cooperating with the Department of Physical Education.

Monday, 4:00-6:00 P. M.—Plays and games on the campus.

Wednesday, 4:00-6:00 P. M.—Plays and games on the campus.

Thursday, 8 P. M.—Peabody Club.

Friday, 8:00-11:00 P. M.—Socials in Social Hall and Gymnasium. (As announced from time to time).

5. THE GENERAL ASSEMBLY.—All students and faculty members are expected to attend the General Assembly on Tuesdays and Fridays at 10:00 o'clock. The completion of the new Auditorium makes it possible without crowding to accommodate all those who may wish to attend. The Auditorium will seat about 1,900, and is near enough to the main lecture halls to make it easily accessible to all students.

Many important announcements will be made at the General Assembly, for the observance of which students will be held responsible, even though they may not be in attendance at the time.

The following persons will address chapel on the given dates:

Friday, June 19—President Murphree.
Tuesday, June 23—Health Lecture.
Friday, June 26—Health Lecture.
Tuesday, June 30—Mr. Enwall.
Friday, July 3—Mr. Heath.
Saturday, July 4—Patriotic Exercises.
Tuesday, July 7—Mr. Johnson.
Friday, July 10—Mr. Simpson.
Tuesday, July 14—Mr. Roemer.
Friday, July 17—Musical program.
Tuesday, July 21—Mr. Leake.
Friday, July 24—Mr. Crabb.
Tuesday, July 28—Mr. Foote.
Friday, July 31—Mr. Beisler.
Tuesday, August 4—.....
Friday, August 7—8:00 P. M., Graduating Exercises.

6. LECTURES AND ENTERTAINMENTS.—The completion of the new auditorium, the installation of the $50,000 Skinner pipe organ and the concert grand piano make the facilities for public lectures and musical entertainments unsurpassed in the South. The program of lectures and entertainments has not yet been completed, but efforts are being made to secure prominent lecturers and artists. Mr. C. B. Loomis, of the National Council of the Young Men's Christian Association, will give five lectures on boy problems. The Riverside Baptist Choir of Jacksonville will render an operetta. The Coffer-Miller Players of Chicago will probably make a return engagement. Other features of equal prominence will be added.

7. COOPERATIVE GOVERNMENT.—During the summer of 1923 a system of cooperative government between faculty and students was begun. This was continued during the summer of 1924, and the generous commendations that were given to this venture leads us to hope that still further improvements may be made in the summer of 1925.

That new students may more fully understand the significance of cooperative government, an explanation is here given. Each section in the dormitory and each rooming house near the campus is asked to appoint a representative, and these representatives, with a committee of the faculty, form the Student Council. The Council then devises ways and means for governing the Summer School. This makes the Summer School as responsive to the needs of both the University and the student body as could very well be done.

8. THE PEABODY CLUB.—The Peabody Literary Society meets weekly in the auditorium. Delightful and instructive programs are rendered at each meeting. All students of the Summer School are eligible for membership.

9. THE SUMMER SCHOOL NEWS.—The Summer School News is published by the students in cooperation with the Department of English and a committee from the faculty. Through its columns the more important news of the campus is disseminated. Every registered student is automatically a subscriber and entitled to every issue from the date of registration.

10. ATHLETICS.—The gymnasium, the baseball grounds and tennis courts are at the disposition of the students, and instructors are at hand to direct athletic activities. A well-kept golf course is near the University and for a nominal fee students of the Summer School are permitted to play on the course.

11. STUDENT HEALTH AND MEDICAL ADVICE.—The Summer School is making greater efforts this summer than ever before to conserve the health of the students. The services of Dr. Barnes, of the Florida Public Health Association, Dr. Brink, of the State Board of Health, and others have been secured to give a course on public health. These eminent physicians will also assist the University physician in making physical examinations and prescribing means for remedying physical defects. Miss Harris, of the Florida Public Health Association, will return this summer and give courses in Health Education. These courses are listed below under "Courses of Instruction." It is urged that early in the session all students apply at the infirmary for a thorough physical

examination. Especially does this apply to those who must present health certificates when they apply for permission to take the state teachers' examinations. Heretofore many students have deferred this examination so late in the session of the Summer School that much overcrowding resulted. This should be attended to in the first two or three weeks of Summer School. The University maintains a well-equipped infirmary and has a professional nurse for those who may be ill during the Summer School. Regular physical examination and medical advice are offered to all students on any day at the regular hours of consultation in the infirmary. Opportunity is offered for individual and private conference with the University Physician, Director of the Department or assistants.

The University Physician keeps hours daily at University Infirmary for purposes of consultation. Infirmary care is provided for those requiring it. Constant bedside care is given by resident registered nurse. Students must furnish their own transportation to the Infirmary.

12. THE LIBRARY.—The general library of the University is temporarily located in Peabody Hall. It contains about 40,000 volumes of well-selected books to which the Summer School students have free access. The Pedagogical library will be of especial interest to them, for it contains many books on educational theory, general and special methods, history of education, psychology and philosophy. In the reading room are more than a hundred of the best general and technical periodicals. Here also are received the leading newspapers of the state and nation.

Attention is called to the course in Library Science (p. 52) for the benefit of those teachers who wish better to equip themselves for managing the libraries in their own schools.

The library will be open week days from 7:50 to 12:30, from 1:50 to 5:30, and from 7:00 to 10:00, except that on Saturdays it will close for the day at 5:00.

13. BUILDINGS AND EQUIPMENT.—The entire equipment of the University is at the service of faculty and students. The buildings are for the most part magnificent three-story brick and stone structures. They are modern in every respect as to equipment and arrangements. They contain the kind of

lecture rooms, laboratories and libraries that a modern college needs. Attention is called to the accommodations in the dormitories and commons below under "Rooming Facilities" and "Expenses."

14. THE NEW AUDITORIUM.—The first exercises in the new auditorium were held on Sunday, February 8, 1925. This magnificent building has just been completed at a cost of $200,000.00. It is considered by many to be the most commodious structure of its kind on any campus in the South. The new $50,000.00 pipe organ is now being installed. The contract calls for the completion of this work by May 15. It is hoped that extensive use may be made of the organ during the Summer School. In addition to the organ, a Steinway concert grand piano has been placed in the auditorium. All of this makes it possible for all entertainments, plays and recitals to be held on the campus this summer.

15. DEMONSTRATION SCHOOL.—As in the past two years, it is planned to include a Demonstration School in the program of the University Summer School, consisting of one primary grade and one intermediate grade. The primary grade will include a class of beginners and a first-grade class combined. The intermediate grade will be composed of fourth and fifth grade pupils, or fifth and sixth grade pupils, depending upon the number of applications.

The very best teachers in the state for this work will be employed, in order that the children may be given the best instruction possible. A busy child is a happy child, and it is our plan that these children have three hours each morning of delightful employment in music, organized play, stimulating handwork, as well as splendid work in reading, history, arithmetic, geography and other school subjects.

The children who attended last year were delighted with the work. The sixth grade children were taught how to use the library for reference; they organized a club among themselves, carried on their own meetings and worked out a play which they presented at the close of the term. The smaller children delighted their mothers at the close with a puppet show.

We can take care of only a limited number of children, and if you wish to enroll your child this should be attended to at

nce. The term lasts for six weeks, beginning Monday, June 2. Daily sessions extend from 8:30 to 11:30. A fee of $5.00 vill be charged.

16. THE EMPLOYMENT BUREAU.—As the Teachers Col-ege and the Summer School wishes to serve the whole state n every possible way, a Teachers' Employment Bureau was stablished several years ago. It is open throughout the year, xcept during the first week of the Summer School (students re particularly requested not to ask for conferences during he first week of Summer School, as the Director will be very usy with other duties during that week), and the vacation eriod immediately following the Summer School. Its duties re to assist students and graduates of the University to ob-ain positions in the teaching profession. From school offi-ials it receives requests for teachers. From teachers it re-eives requests for information as to vacancies. It keeps on le both information as to vacancies and as to available teach-rs. When called upon the Bureau tries to meet the needs of oth teachers and school officials.

The Director of the Bureau will be glad to be informed of resent or prospective vacancies in positions for which col-ege-trained men or women are eligible. No charges are made or services, though students are required to pay for all tele-rams and telephone calls made in their behalf.

The aggregate yearly salaries of all teachers who secured ositions through the Bureau last summer was in excess of 324,675.00. Had the same positions been obtained through rofessional agencies, fees in excess of $16,233.75 would have een collected from the teachers. As the Employment Bureau nade no charges whatever, it is readily seen that no small mount was saved the teachers of the state.

Communications in regard to teaching positions should e addressed to Dr. Joseph Roemer, University of Florida, Gainesville, Florida.

17. THE BULLETIN BOARDS.—Read the bulletin boards daily.

18. DANCING.—The University of Florida does not feel justified in placing its stamp of approval on the dance as at present practiced. Dancing is therefore forbidden both on and off the campus during the summer session.

ADMISSION TO ADVANCED STANDING.—Office hours will be held daily by the Committee on Advanced Standing in Room 13, Peabody Hall, to evaluate the credits of those students who have attended other colleges and universities and who wish to receive advanced standing at the University of Florida. This office will, however, not be open after Saturday, August 1, as this Committee will have other duties during the last week of the Summer School. Students are, therefore, cautioned not to delay attention to this important matter later than this date.

SCHOLARSHIPS.—At the meeting of the Legislature in 1923, a scholarship law was passed providing for two scholarships from each county in the State, one to the Teachers College of the University of Florida, and one to the School of Education at the State College for Women. Each of these scholarships may be held for four years by the successful applicant and carries a stipend of $200.00 per year. Examinations are held in each county on the first Thursday in February and June and the third Thursday in August under the supervision of the county superintendent. A student to be considered as an applicant for a scholarship must present sixteen college entrance units. These scholarships are awarded upon competitive examinations to persons satisfying the entrance requirements of the University of Florida and of the Florida State College for Women. A student who desires to be considered as an applicant for a scholarship should make his desire known to his county superintendent before the first of May of each year. He should also write to the State Superintendent of Public Instruction telling him of his application for the scholarship.

At the present time the following counties have no representative at the Teachers College:

Baker	Franklin	Osceola
Bay	Gadsden	St. Johns
Broward	Glades	St. Lucie
Citrus	Hamilton	Sarasota
Collier	Hernando	Union
Dixie	Highlands	Volusia
Duval	Levy	Wakulla
Escambia	Monroe	

DEGREES

DEGREES.—Courses are offered leading to the degrees of Bachelor of Arts in Education, Bachelor of Science in Education, and Bachelor of Science in Agricultural Education. For the Bachelor of Arts degree the major elective work must be chosen in Groups A, B, C and F; for the Bachelor of Science degree, from Groups D and E (see page 24). In addition to these degrees, the Normal Diploma, sometimes called the L. I. degree, is granted to those students who have finished the second year's work in Teachers College, with the exception that in the Sophomore year Education VI*b* is required. There is considerable agitation in the United States at present to make two years of training beyond high school a minimum requirement for teaching even in the elementary schools. All students are therefore urged by all means to complete the requirments which are necessary to receive the Normal Diploma. Students who expect to teach in high school should possess a Bachelor's Degree.

Authority for the above is provided in Section 5 of Summer School Act as follows:

"All work conducted at the said Summer School shall be of such character as to entitle the students doing the same to collegiate, normal or professional credit therefor, and may be applied towards making a degree."

RESIDENCE REQUIREMENT.—In order to receive a degree, or Normal Diploma, from Teachers College, students must have spent at least one scholastic year in residence (three summer schools may be considered equivalent to a year in residence), and must have completed fifteen (15) year-hours of college work in residence. These fifteen (15) year-hours, except in one condition, must be the last which one takes immediately prior to graduation. The exception is the case of students who take their degrees by attendance at the Summer School, in which case six (6), but never more, year-hours of work by correspondence may be taken during the ten (10) months just prior to the Summer Session in which the degree is received. In every case, students must have completed fifteen (15) year-hours of work in residence and must have been in attendance at the summer session or scholastic term immediately prior to the reception of a degree.

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Collier	Hernando	Union
Dixie	Highlands	Volusia
Duval	Levy	Wakulla
Escambia	Monroe	

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AMOUNT OF CORRESPONDENCE WORK PERMITTED.—Students are not permitted to complete more than fifty per cent (50%) of the work toward a degree by correspondence.

Correspondence study courses may not at any time be offered to satisfy the residence requirements.

Students will not be permitted to take work by correspondence while they are in residence without the consent of the Dean of Teachers College.

REQUIREMENTS FOR THE MASTER'S DEGREE.

1. A candidate for the Master's Degree must be in residence for at least one scholastic year, or four summer terms, devoting his entire time during this period to study and research.

2. He must complete two majors and two minors. A major is a three year-hour course of rank above the Senior Class. A minor is a three year-hour course of rank above the Sophomore Class.

3. A thesis is required of all candidates. This thesis should be closely allied to the major subjects. The title of the thesis should be submitted by the end of the first summer and completed by the beginning of the fourth summer.

4. All students who hold the bachelor's degree are expected to attend a conference each Monday at 10 o'clock, Peabody attic.

5. All students who wish to pursue work leading to the Master's degree must register with the Chairman of the Graduate Committee as well as with the Dean of the Summer School as soon as possible, so that plans for giving the work which they desire may be perfected before the opening of the Summer School. In the communication, state what subjects are desired.

OPPORTUNITIES FOR GRADUATE STUDY

As stated above, any course that is above the Sophomore class in rank may be taken to satisfy the requirements for minors. A tentative list is given as follows:

Biology VIa
Biology VIb
Chemistry V
Chemistry VIIa
Chemistry VIIb
Education IIIa
Education Va
Education Vib
Education Xb
Education XIVa
Education XIVb
Education XVIIa

Education XXI
Education XXV
Education XXVI
Education XXVII
Education XXXI
Education XXXII
English V
English VIII
English X
History, French Revolution and Napoleon
American Constitutional History
Political Science, Principles
Philosophy IIIa
Sociology IIb
Sociology IVa
Sociology IVb
Sociology VIIa
Sociology VIIb

A number of courses have already been arranged that may count as majors. Efforts will be made to arrange still others upon request. The courses already arranged are given below. If the major work wished is not listed, requests for it should be made at an early date.

Chemistry, Graduate Course
Education 111a
Education 111b
Education 114a
English, Graduate Course
History, Graduate Course
Latin, Graduate Course
Sociology, Graduate Course

REQUIREMENTS FOR THE BACHELOR'S DEGREES.—The following curriculum has been designed to meet the requirements for the degrees of A.B.E. and B.S.E. (For the requirements for the B.S.A.E. degree, see General Catalog of the University.)

CURRICULUM

Leading to the Degree of Bachelor of Arts in Education and Bachelor of Science in Education

CONSTANTS.—i. e., subjects required of all students enrolled in Teachers' College.

Required of all students in Teachers College:

Physical Education I	1 hr.	required of Freshmen
Physical Education II	1 hr.	required or Sophomores
Military Science I	2 hrs.	required of Freshmen
Military Science II	2 hrs.	required of Sophomores
English I	3 hrs.	required of Freshmen
Psychology	1½ hrs.	required of Sophomores
Educational Psychology	1½ hrs.	required of Sophomores
Education I*a*	1½ hrs.	required of Freshmen
Education I*b* or Education X*a*	1½ hrs.	required of Freshmen
Education VI*a*	1½ hrs.	required of Sophomores
Education IV*a*	1½ hrs.	required of Juniors
Education X*b*	1½ hrs.	required of Juniors
Education III*a*	1½ hrs.	required of Seniors
Education V*a*	1½ hrs.	required of Seniors
Education VI*b*	1½ hrs.	required of Seniors.

Required of all students who expect to be principals:

Education V*b*	1½ hrs.
Education XIV*b*	1½ hrs.

Each student must select courses from three of the following Groups. *(See Regulation 2 below.)*

A—Ancient Languages	B—Modern Languages	C—English
Required courses: Latin I Latin VI } 6 hours or Latin II Recommended courses: Latin III Latin IV Greek A Greek I or French A French I or Spanish A Spanish I	Required courses: French A French I or } 6 hours Spanish A Spanish I Recommended courses: French II Spanish II German A Latin History I or IV English IV, V or VI	Required courses: English I (included among constants) English, 6 hrs. 6 hrs. from Latin French or Spanish } 12 hrs. Recommended courses: Other courses in languages, and History V.
D—Mathematics	**E—Natural Science**	**F—Social Science**
Required courses: Mathematics I and III } 6 hrs. Recommended courses: Mathematics IV 3 hours from a Science Surveying	Required courses: Biology I Biology II Biology XIII Chemistry I Physics V } 16 hours Recommended courses: Chemistry III Advanced Physics Chemistry V	Required courses: History I History II History III Sociology I Economics I } 15 hrs. Recommended courses: Social Science Biology Psychology and Philosophy

REGULATIONS:

1. All students must take all Constants.

2. Each student must select from three Groups of Studies from A to F, and must continue in those selected until completion of sophomore year; at which time a student may concentrate upon two of these Groups by permission of the Dean.

It is urged that they select their electives from closely related subjects in order that they may become proficient in teaching these subjects.

3. Where the total number of hours of the three Groups combined does not equal 24, additional hours must be taken from the recommended courses in these Groups to make the total 24 or more.

4. A total of 66 year-hours is required for graduation.

5. In case a student is exempt from Military Science I and II, he must substitute an equal number of hours from other departments.

SUBSTITUTIONS PERMITTED:

(1) Summer School students may substitute another course in Education for Education Ia with the consent of the Dean.

(2) Summer School students may substitute Education XXIV or Education XXIII for Education IIa, except that Education XXIII gives only one year hour of credit. The additional half hour must be made up elsewhere.

(3) Summer School students may substitute Education XXII for Education IIb.

(4) Choice is allowed Summer School students between Education IIIa and Education XXVII.

(5) Summer School students may choose among Education XIVa, Education XIVb, and Education XXI.

REQUIREMENTS FOR THE NORMAL DIPLOMA.—The Normal Diploma is awarded to those students who have completed the Four-Year Normal Curriculum (see General Catalog, page 177). This Curriculum comprises the last two years of standard high school work and the freshman and sophomore years in college.

The student must either offer sixteen units for entrance to the third year of the Four-Year Normal Curriculum (i. e., freshman year in college), or he must have completed sixteen units by the end of the second year of this curriculum. In the next two years (the freshman and sophomore years) he must complete at least one credit hour of Physical Education and two credit hours of Military Science. In addition, the student must complete thirty academic and professional year-hours, or sixty semester-hours. Of these, the following are required: English I, 3 hrs.; Psychology, 1½ hrs.; Educational Psychology, 1½ hrs.; Education I, 3 hrs.; Education VI*b*, 1½ hrs.; and Education VI*a*, 1½ hours. The student may then choose three of the groups described under the requirements for the bachelor's degree, and so far as possible complete the "required" courses in these three groups. On account of the large number of hours required in two of the groups, it may be impossible for students who elect these groups to complete all of the "required" courses in three groups. In that case, they should divide their time about equally among the groups chosen.

CREDIT

SUMMER SCHOOL CREDIT.—Students will ordinarily be able to complete about one-fourth as much work in a session of the Summer School as they do in the regular annual session. By reciting six times per week, however, it is possible for college students to complete a full semester's work in three courses. The amount of credit, stated in year-hours, to which the completion of each course will entitle one, is given below in the description of the courses of instruction.

The following resolutions, which are primarily intended for students of less than college rank, were adopted by the Teachers College Faculty in January, 1921:

I. Courses to be given in the Summer School shall be designated as (a) Review, (b) pre-college, or (c) College.

(a) Courses intended primarily to give a rapid survey of a subject and thus prepare for examination for a Teacher's Certificate.

(b) Courses arranged primarily for pupils unable to offer fourteen college entrance units.

(c) Courses designed primarily for college students (those able to offer fourteen or more college entrance units.)

II. All courses (whether Review, pre-college, or College) may, if the other regulations be observed, be used towards extension of Teachers' Certificates, provided that at least one course of higher scholastic grade other than those necessary for the certificate, be taken.

III. (a) No credit in college entrance units or in college hours shall be given for successful completion of a "Review" course.

(b) Summer School students offering less than fourteen entrance units shall not, without special permission, be allowed to take more than twenty hours per week. Not more than one entrance unit will be given for work done by pre-college students at one session of the Summer School. For successful completion of one pre-college course of study with five recitations per week, one-fourth of one college entrance unit shall be given. One hour of recitation shall be considered equal to two hours of work in laboratory, music, physical education, and drawing.

The Teachers College will accept entrance unit credits only in case an entire course has been completed. Under no circumstances will it accept less than one-half unit in a subject, and one-half units only in subjects so marked in the current catalog. The College will, however, accept one-quarter of a unit when an additional unit or permissible one-half unit is also offered in the same subject, provided the one-quarter unit does not represent duplication of work.

It is recommended that the schedule of classes be so arranged as to make it possible for a student in pre-college courses to earn two one-quarter units in one subject during one session of the Summer School.

(c) A student able to offer fourteen or more college entrance units shall not, without special permission, be allowed to receive more than four and one-half credit hours or one and one-half college entrance units.

Successful completion of a course of study requiring six class hours per week thruout the Summer School session, will entitle the student to one and one-half college hours; completion of a course requiring four or five hours per week, will entitle to one college hour, and of a class

meeting two or three times per week, to one-half college hour; but no credit in hours will be given for a class meeting only once a week. To entitle a student to credit, a course in the Summer School must be approved by the head of the Department in the University most nearly concerned.

Maximum and Minimum Hours.—Without special permission from the Teachers College faculty, all students must take as many as fifteen hours a week and may not take more than twenty. College students may not register for courses that aggregate more than four and one-half college credits. In special cases students may petition the faculty for permission to register for fewer than fifteen hours and exceptionally able students are sometimes permitted to take more than the usual amount of work, but only under the following regulations which have the sanction of the Teachers College Faculty:

1. Students must first petition the Teachers College Faculty for permission to register for more than the usual amount of work, presenting this petition to the Dean of the Summer School.

2. Before being allowed to register for more than 4½ year hours credit, or more than 20 recitations per week in pre-college work, the student must show that he has attained an average of 90 in the term or Summer School immediately preceding, in which case he may be permitted to take 5½ credits. In like manner, the student must show an average of 93 before he will be permitted to take as much as 6 credit hours. The faculty reserves the right to reduce the amount of credit received to 4½ credits even if all subjects should be passed, unless the same high averages, respectively, are maintained.

3. Those who wish more than required amount of work must have a thorough physical examination by the University physician.

4. Students will not be permitted to register for more than the usual number of hours until their petitions have been granted.

CERTIFICATES

GRADUATE STATE CERTIFICATES.—Graduates of the Teachers College and Normal School are granted Graduate State Certificates without further examination, provided that one-fifth of their work has been devoted to professional training

and provided that they have the recommendation of the Teachers College Faculty. It is well for the student to note that a Graduate State Certificate permits him to teach only those subjects that are listed on such certificate, and that only those subjects will be placed on his certificate in which he has specialized in his college course. This will ordinarily mean that a subject must have been pursued for at least two years in college before a certificate to teach that subject will be granted. In case a student has pursued a subject for three or four years in high school, however, this rule may sometimes be abrogated.

Graduate State Certificates may be converted into Life Certificates by "presenting satisfactory evidence of having taught successfully for a period of twenty-four months under a Graduate State Certificate, and presenting endorsement of three holders of Life State, Life Graduate State, or Life Professional Certificates."

Requirements for Other Teachers' Certificates.—The following are the subjects in which applicants for Third Grade Certificates will be examined: Orthography, reading, arithmetic, English Grammar, composition, geography, United States history, including the Constitution of the United States, physiology and theory and practice of teaching.

Applicants for Second Grade Certificates will be examined in the subjects prescribed for the Third Grade Certificate, and in Agriculture, Civil Government, and algebra to Quadratics. "Applicants for Second Grade Certificates who submit unexpired Third Grade Certificates as parts of their examinations may be exempt from tests on Orthography, reading and physiology."

In addition to the subjects prescribed for the Second Grade Certificate, applicants for First Grade Certificates must be examined in Algebra, quadratics and beyond, Biology, Psychology, General History and Rhetoric, and by submitting an unexpired Second Grade Certificate may be exempt from all subjects covered by that certificate, provided the grades attained on the Second Grade Certificate are equal to those required for the First Grade Certificate.

REGULATION GOVERNING THE EXTENSION OF CERTIFICATES

When credit for the extension of certificate is desired, regulations in addition to those mentioned under the heading "Maximum and Minimum Hours" must be observed.

1. Every applicant for extension must take at least a four-hour course in Education (but not in Pedagogy) or Psychology, in order to satisfy the professional requirements for extension of certificate.

2. The repetition of courses in Education or Psychology previously taken will not satisfy the professional requirement for extension.

3. No applicant for extension shall take less than 15 hours per week without special permission, and at least 10 hours of this amount shall be in courses not covered by the certificate held, or by courses previously taken.

4. No student will be granted an extension of certificate who does not apply for the same on the student REGISTRATION CARD. A list of those who have applied will be posted on the Bulletin Board in Peabody Hall not later than July 1st for correction, and no student will be recommended for extension of certificate whose name does not appear on this list by August 1. Students should register under exactly the same name that appears on the certificate which they wish to have extended.

5. An extra fee of one dollar will be charged for any change of registration after Friday of the first week.

6. To be granted extension, students must be recommended for diligence and accomplishment. Usually a passing grade is required.

7. Certificates to be extended must be sent by Registered mail to W. S. Cawthon, State Superintendent of Public Instruction, at Tallahassee, Florida, immediately after the Summer Session. Those who expect to take the state examinations immediately after the Summer School, however, should retain their certificates until they have adjusted their exemptions with the county superintendent. They should then send their certificates as directed above.

The Summer School faculty will not recommend students for extension of certificate for repeating courses which they

have taken in previous summer sessions, or those who are not pursuing courses in order to raise the grade of certificate already held. At the end of the term the faculty will recommend for extension those that meet the above conditions.

GENERAL DIRECTIONS FOR REGISTRATION

Please stop, look, listen and observe the following directions! It will be a great time-saver to you and your instructors if you will read and understand these directions before you come to register.

1. Get your registration right the first time. Remember the proverb, "Haste makes waste." More than 500 students every year find it necessary to re-register. Don't hurry. Be accurate. Make up your mind to take not less than one nor more than three hours in registering.

2. Study the registration blanks reproduced immediately after these directions.

3. Fill out the REGISTRATION CARD in complete detail down to the word "COURSES." Answer every question if possible.

4. Study the Bulletin and the daily program until you know or at least think you know, what subjects you desire to study. See that there are no conflicts in your class hours.

5. Consult freely with members of the faculty about your schedule.

6. Students who are taking courses that require observation in the Demonstration School should reserve time for this purpose between 8:30 and 11:30 A. M.

7. After you have decided which subjects you expect to take, list them on the large REGISTRATION CARD under the word "COURSES."

8. You are now ready to fill out the INSTRUCTOR'S COURSE CARDS. Make out one of these cards for each subject you are taking. For instance, if you are taking three subjects, you will need three Course Cards, four subjects, four cards, etc.

9. Do not register for more than 4½ college credits or more than 20 recitation hours per week.

10. Secure the signature on your REGISTRATION CARD of each of your instructors and leave with him the INSTRUCTOR'S COURSE CARD made out for the subject which he teaches.

11. Be sure you have your registration as you want it. Do not change courses unnecessarily.

12. Present the REGISTRATION CARD to the Dean for his approval.

13. An extra fee of one dollar will be charged for any change in registration after Friday of the first week.

14. Graduate students must register both with the Chairman of the Graduate Committee, and with the Dean of the Summer School.

WHEN AND WHERE TO REGISTER.—Students who live in and near Gainesville should register on Friday or Saturday, June 6 or 7, in Room 13, Peabody Hall. Those who can reach Gainesville on the morning trains on Monday, June 9, should register before 4 o'clock in Peabody Room 13. There will be no registration after that time on Monday. All others should register in the Gymnasium on Tuesday, June 10. No effort will be made to meet trains or to transfer trunks on Sunday.

June.....

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UNIVERSITY OF FLORIDA SUMMER SCHOOL

REGISTRATION CARD

This card for Male Students only

Last name | First name | Middle Name

Mr.

Home Address: P. O. | County | State

Your Age? | Are You Married? | What college degree do you hold? | Do you intend to teach?

Total number of months already taught | What Certificate do you hold? | Do you desire extension of Certificate?

In case of illness or accident, whom shall we notify?

Address of this person | Is this person your parent or guardian?

Where should telegrams be delivered, i. e.
Your rooming address while in Gainesville.

What church do you care to attend? (See back of this card for further instruction.)

COURSES

Subject	Course No.	Sec.	Hour of Recitation.	Subject	Course No.	Sec.	Hour of Recitation.
1				5			
2				6			
3				7			
4				8			

INSTRUCTOR'S COURSE CARD

This card for Male Students only

Surname First Name Middle Name

Name of Student.....

June....., 1925

SUBJECT	Course No.	Sec.	Hr. of Rec'n	INSTRUCTOR

Students fill in only above and to right of heavy line

	1	2	3	4	5	6	7	8
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								
Saturday								

Present Certificate

Do you desire extension of certificate?

Certificate Now Sought

Diligence Gr..... Final Gr..... Days Present .....

.....Instructor

Note: The registration cards for women are exactly the same as those for men except in color.

COURSES OF INSTRUCTION

The following abbreviations used in connection with the courses, indicate the buildings in which the courses are held, and the numbers after such abbreviations indicate rooms in which they are held:

A—Agricultural Building; S—Science; P—Peabody; E—Engineering; L—Language; G—Gymnasium.

AGRICULTURE

ELEMENTARY AGRICULTURE.—A general course in agriculture. This will introduce the student to the study of soils, plants, common diseases of plants, insects, farm crops, domestic animals and the like. Methods of teaching agriculture in rural schools will be stressed. Review and extension credit only. M. W. F. 11:00 E. 15. Mr. Day.

RURAL LAW.—Classification of property, boundaries, fences, stock laws, rents, contracts, deeds, abstracts, mortgages, taxes, laws governing shipping, etc. 1 college credit. M. W. Th. S. 10:00 P. 2. Mr. Day.

FERTILIZERS.—The nature, composition, and sources of fertilizers and their reaction on soils and crops. Fertilizer formulas and home-mixing. The making and economical use of farm manures. Fertilizer requirements for various crops, etc. Prequisite Chemistry I. 1½ college credits. Daily 9:00 P. 2. Mr. Day.

METHODS AND MATERIALS IN TEACHING VOCATIONAL AGRICULTURE.—(See Education VIII.)

BIOLOGY

GENERAL BIOLOGY.—General introduction to the structure and classification with special reference to the flowering plants, the insects and vertebrates. Designed to prepare for state examinations. Three recitations and three laboratory periods per week. 1½ pre-college credits.

Three sections:

Section 1. M. W. F. 9:00 S. 12. Laboratory M. T. Th. 3:00-5:00 S. 21. Mr. Beisler.

Section 2. M. W. F. 2:00 S. 3. Laboratory T. 2:00-4:00 Th. F. 4:00-6:00 S. 21. Miss Borger.

Section 3. M. W. Th. 10:00 S. 12. Laboratory M. W. Th. 4:00-6:00 S. 25. Mr. Sweet.

BIOLOGY 1*a*.—Principles of Animal Biology.—This course is an introduction to the principles and subject matter of biology, with special reference to animal life. 2½ college credits. M. W. Th. S. 10:00 S. 23. Laboratory M. W. Th. F. 2:00-5:00 S. 21. Mr. Rogers.

BIOLOGY VI*a*.—General Bacteriology.—The morphology, physiology and cultivation of bacteria and related microorganisms. Prerequisite: Biology II or I*a* and Chemistry I. 2 college credits. M. T. W. F. 8:00 S. 23. Laboratory M. T. W. F. 3:00-5:00 S. 25. Mr. Sweet.

BIOLOGY VI*b*.—Agricultural Bacteriology.—This course is a continuation of VI*a* for agricultural students. Special attention is given to the relationship of microorganisms to the soil, milk, and its products and the common stock diseases. Prerequisite: Biology VI*a*. 2 college credits. M. T. W. F. 9:00 S. 23; Laboratory M. T. W. F. 3:00-5:00 S. 25. Mr. Sweet.

BIOLOGY XIII*b*.—Genetics.—The phenomena of variation and inheritance. The last weeks of the course will deal with the data and questions of human heredity. Prerequisite: Biology I*a*. 1½ college credits. Daily 11:00 S. 23. Mr. Rogers.

BIRD STUDY

BIRD STUDY.—A course for teachers wishing to prepare themselves better for teaching nature study. A study of the classification of plants, and the study of insects and small animals. Bird protection will be a special feature. Three recitations and three laboratory periods per week. 1½ pre-college credits. T. Th. F. 3:00 S. 3; Laboratory M. T. W. 4:00-6:00 S. 3. Miss Borger.

CHEMISTRY

CHEMISTRY I.—General Chemistry.—A course designed for those who wish to prepare for science teaching in the high school. This course can be taken by those who have never taken chemistry, or by those who have had a course before and wish to review it. There will be two courses in General Chemistry, one embracing non-metals and one embracing metals. The former is a prerequisite to the latter.

First Semester. A study of the non-metals. 2½ college credits. Daily 9:00 S. 3. Lab. M. T. Th. F. 2:00-4:00 S. 2. Mr. Leigh.

Second Semester. A study of the metals. 2½ college credits. Daily 11:00 S. 12. Lab. M. T. Th. F. 2:00-4:00 S. 2. Mr. Beisler.

CHEMISTRY III.—Qualitative Analysis.—Lectures and laboratory course in this subject offered to those who have had general chemistry. 1½ college credits. T. Th. 2:00. S. 3. Lab. M. T. Th. F. 2:00-5:00 S. 2. Mr. Beisler.

CHEMISTRY V.—Organic Chemistry.—This course is designed to present the fundamentals of chemistry of the compounds of carbon. The work in the classroom is presented by means of lectures, quizzes, and oral and written recitations. 2½ college credits. Daily 11:00 S. 3. Laboratory 2:00-6:00. S. 2, days to be arranged. Mr. Leigh.

CHEMISTRY VII*a*. — Volumetric Analysis. — A laboratory course offered to those who have had qualitative analysis. 1½ college credits. Laboratory 2:00-5:00, days to be arranged. S. 10. 12 hours per week. Mr. Heath.

CHEMISTRY VII*b*.—Gravimetric Analysis.—A laboratory course offered to those who have had qualitative analysis. 1½ college credits. Laboratory 2:00-5:00, days to be arranged. S. 10. 12 hours per week. Mr. Heath.

CHEMISTRY XVII.—Chemical Research.—Organic Chemistry; Inorganic Chemistry; Physical Chemistry, and Agricultural Chemistry. 2½ to 5 hours. Hours and place to be arranged. Messrs. Leigh, Beisler, Heath and Jackson.

CIVICS

CIVICS.—Special attention will be given to school laws of Florida and to local, town, city and county governments. Three sections. Review and extension credit only.

Section 1. M. W. Th. 10:00 E. 15. Mr. DuVall.
Section 2. T. Th. F. 2:00 E. 15. Mr. DuVall.
Section 3. M. Th. F. 3:00 E. 15. Mr. DuVall.

ATHLETIC COACHING

COACHING I.—Football.—Rules; offense and defense; generalship and strategy; training; conditioning; equipment;

kicking; forward passing; tackling; dummy and charging sled; fundamentals and plays from coach's viewpoint. ½ college credits. Hours to be arranged. Mr. Sebring.

COACHING III. — Basketball. — Coaching; passing; goal throwing; team play; condition; different styles of play used by leading coaches. ½ college credit. Hours to be arranged. Mr. Sebring.

COACHING IV.—Track and Field Athletics.—Starting; sprinting; distance running; hurdling; high and broad jumping; pole vaulting; shot putting; hammer throwing; discus; preparing contestants for events; individual peculiarities; rules; physical condition; promotion, managing and officiating at meets. ½ college credit. Hours to be arranged. Mr. Sebring.

DRAWING, CONSTRUCTIVE WORK AND INDUSTRIAL ART

DRAWING I.—Grades I-III, inclusive. Application of Art to everyday studies; construction work and design; paper cutting, illustration; free-hand drawing; nature study in colors. ½ college credit. Two sections:

Section 1. M. W. Th. S. 10:00 E. 12. Miss Henderson.
Section 2. M. T. Th. F. 3:00 E. 12. Miss Henderson.

DRAWING II.—Grades IV-VII, inclusive. Design and applied design; line and shade; theory of color and study of water colors; nature study and still life in color; notebooks kept up to date each week. ½ college credit. M. T. Th. F. 2:00 E. 12. Miss Henderson.

DRAWING IV.—Grades I to XII, inclusive. Decorative work in enamels; stencilling and handwork that can be useful thruout the grades and high school. ½ college credit. M. T. Th. S. 9:00 E. 12. Miss Henderson.

ECONOMICS AND SOCIOLOGY

ECONOMICS A.—A study of our present economic organization from both the historic and descriptive points of view, with a brief consideration of the various social institutions involved. (Required of Freshmen in Business Administration and a valuable preparation for advanced work in the department.) 1½ college credits. Daily 8:00. L. 35. Mr. Eldridge.

ECONOMICS VI*a*.—Elements of Economics.—A brief course covering the essential principles of production,

exchange and distribution of wealth. Not open to those under Junior grade except by special permission. 1½ college credits. Daily 9:00. L. 34. Mr. Eldridge.

SOCIOLOGY B.—Introduction to Sociology.—A brief study of some of the fundamental factors and problems of social welfare and social progress. 1½ college credits. Daily 11:00. L. 34. Mr. Eldridge.

SOCIOLOGY III*a*.—Problems of Child Welfare.—The conservation of the child; health and physique; training and education; child labor; juvenile delinquency; problems of dependent children; the Laws of Florida affecting child welfare. 1½ college credits. Daily, 9:00. L. 32. Mr. Bristol and special lecturers.

SOCIOLOGY IV*a*.—Elementary Case Work.—The methods of case work as applied to the treatment of the socially inadequate. Not open to those under Junior grade except by special permission. (Prerequisite or co-requisite, Sociology B or equivalent.) 1½ college credits. M. T. W. 2:00-4:00. L. 34. Mr. Bristol and Mrs. Nesbit.

SOCIOLOGY IV*b*. — Field Work. — Wed. and Thurs. of each week during the second month may be spent in Jacksonville in practical training in social investigation and family rehabilitation by those qualified. ¾ college credit. Mrs. Nesbit.

SOCIOLOGY V*b*.—Modern Social Problems.—Public Health, City Planning, Community Organiation, the school as a social welfare agency, community leadership, work with boys and girls clubs. 1 college credit. Two lectures daily the first month, with required readings, 12:00 and 4:00 P. 25. Mr. Bristol and special lecturers.

SOCIOLOGY III*b*.—Rural Sociology.—A brief study of rural conditions and problems, with special reference to Florida. 1½ college credits. Daily 8:00 L. 34. Mr. Bristol.

SOCIOLOGY VII*a*.—The Family.—Study of concrete cases in the light of determining factors; early history, health, education, status in the neighborhood; social and spiritual relation-

ships. ½ college credit. M. T. F. S. second month, 9:00. L. 35. Mrs. Nesbit.

SOCIOLOGY VII*b*.—Elements of Psychiatric Social Work.—The psychology of subnormal and abnormal children; clinical diagnosis; training. (Open to advanced students by permission of instructor.) ¾ college credit. T. W. Th. second month. 2:00-4:00. Dr. W. S. Walsh, at the State Farm Colony for the Epileptic and Feebleminded.

EDUCATION

Any 4 or 6 hour course in Education, but not in Pedagogy, will meet the professional requirement for the extension of certificates.

PEDAGOGY.—School management, general and special methods of teaching, elementary principles of child nature, school hygiene and sanitation, personality of teacher, relation of school and community, and other practical pedagogical questions. Review. 1 pre-college credit. Two sections:

Section 1. M. T. W. F. 12:00 A. 12. Mr. Everett.
Section 2. M. T. Th. F. 3:00 A. 12. Mr. Everett.

EDUCATION I*a*.—How to Teach.—An introduction to the Study of Classroom Teaching. What makes a good teacher? What makes a good school? When may it be said that one is educated? Such questions as these will be taken up in the course. 1½ college credits. Daily 12:00 P. 21. Mrs. Smart.

EDUCATION I*b*.—History and Principles of Education.—A study of the historical background of education, and of the fundamental principles which should guide educational procedure and give appreciation of educational conditions of today. 1½ college credits. Daily 12:00 P. 23. Mr. Crabb.

EDUCATION II*a*.—The Teaching of Geography and History in Grades One to Six.—This course will include the teaching and correlating of these subjects from the first through the sixth grade. It will include biography, European background in history, nature study, home geography, elemental science and elementary civics as they enrich these subjects. 1½ college credits. Two sections:

Section 1. Daily 9:00 P. 17. Mrs. Altstetter.
Section 2. Daily 8:00 P. 17. Mrs. Altstetter.

EDUCATION II*b*.—The Teaching of English in Later Elementary Grades.—The choice and selection of reading matter and literature in the upper elementary grades will be stressed in this course. Students who are interested in the teaching of English in the middle and early elementary grades should register for Education XXII. 1½ college credits. M. T. W. Th. F. 3:00 P. 17. Mrs. Altstetter.

EDUCATION III*a*.—Administration and Supervision of Village and Consolidated Schools.—A course stressing in a practical way problems peculiar to these schools in Florida; the supervising principal, qualifications, relation to superintendent, boards, teachers, pupils, patrons and community; adapting the school to the child's needs, organization, curriculum, attendance, promotions, tests, health work; business practices, school finance, material equipment, school housekeeping, records and reports. 1½ college credits. Daily 9:00 P. 23. Mr. Crabb.

EDUCATION IV*a*.—High School Curriculum.—This course is designed for the consideration of the high school curriculum. Standards for the selection and organization of the curriculum will be considered with much detail. 1½ college credits. Daily 12:00 P. 28. Mr.

EDUCATION V*a*.—The Technique of Teaching.—The laws of learning, lesson-planning, thinking, questioning, the problem-project method, the socialized recitation, democracy in the classroom as a preparation for democracy in life. 1½ college credits. Daily 11:00 P. 23. Mr. Norman.

EDUCATION VI*a*.—Child Study.—The nature, growth and development of the child from birth to adolescence with reference to education; the original nature of the child and his education; the meaning of protracted infancy; training in recognition of types and individual differences, of common defects and how to deal with them; the cultivation of intelligent sympathy with children; the effect of Child Study on the practices of elementary and secondary education. 1½ college credits. Two sections:

Section 1. Daily 11:00. A. 5. Mr. Hinson.
Section 2. Daily 12:00. A. 5. Mr. Hinson.

EDUCATION VI*b*.—Supervised Teaching.—This course is planned to give the student practice in conducting recitations under close supervision. A study will be made of the development of courses, and the present status of the subject taught. Lesson plans will be required for all recitations, and the manner of teaching will be subject to criticism. Teaching 4 hours a week; conferences 2 hours a week. 1½ college credits. Three sections:

Section 1. For those who expect to teach in the lower grades. Daily 9:00 P. 20. Mrs. Smart.

Section 2. For those who expect to teach in the upper grades and high school. Daily 8:00 P. 28. Mrs. Smart.

EDUCATION VII*b*.—Educational Psychology. — Psychology applied to Education, the learning process, acquisition of skill, etc. 1½ college credits. Daily 8:00 P. 23. Mr. Crabb.

EDUCATION VIII.—Methods and Materials in Teaching Vocational Agriculture.—Selection and organization of subject matter; supervised practice work; selection and classification of books and bulletins; methods used in teaching vocational agriculture. Prerequisite: one year in College of Agriculture. 1½ college credits. M. W. F. S. 12:00 P. 2. Laboratory, T. Th. 11:00-1:00 P. 2. Mr. Day.

EDUCATION X*a*.—Health Education.

Section 1. Health Education in Primary Grades.—Conditions and forces that affect the physical and mental vigor of children and teachers, and relate the school to the health of the home and community. Location and sanitation of school buildings; hygienic furniture, etc.; diseases and physical defects; medical inspection; hygiene of instruction; teacher's health; play and recreation; teaching of hygiene. 1½ college credits. Daily 12:00 L. 11. Miss Harris.

Section 2. Health Education in Elementary Schools.—A study of school health activities and methods of interesting the child in the formation of health habits based on the new course of study in Health Education for the Elementary Grades. Information, outlines, specific acts, corrective exercises, pro-

jects, games and stories will be presented. Offered to teachers of the elementary grades. 1½ college credits. Daily 8:00 L. 11. Miss Harris.

Section 3. Health Education in High Schools.—The goals for an effective program of health education in the high schools: a study of school health activities and methods of presentation. 1½ college credits. Daily 9:00 L. 11. Miss Harris.

EDUCATION X*b*.—The Elementary School Curriculum.—The curriculum as a group of related problems and projects of vital interest to children. An attempt to formulate a curriculum based on social conditions and social needs. 1½ college credits. Daily 11:00 E. 10. Mr.

EDUCATION XIV*a*.—Junior High School.—The purpose of this course is to give principals and teachers a knowledege of the junior high school and its organization. Since the movement is in its formative period in Florida, much attention and study will be given to concrete cases and local conditions. Topics: Need of reorganization of the traditional high school; changes needed in the program of studies, in discipline, methods of teaching, etc.; development of the Junior High School; special function of the Junior High School; organization, curricula and courses of study, methods of teaching, etc., of the Junior High School. 1½ college credits. Daily 9:00 P. 21. Mr. Roemer.

EDUCATION XIV*b*.—High School Administration.—This course is designed to study the practical management and administration of the modern high school. It will consider such topics as: duties of principal as head of school; relation of principal to board of education, superintendent, teachers, pupils and community; legal status of high school; systems of financing; selection, supervision, promotion, retention and dismissal of teachers; adjustment of teaching load; testing and grading of pupils; problem of discipline; pupil guidance, athletics, wider use of school plant, supervised study, student activities, teachers' meetings, etc. (Junior students may choose between Education XIV*b* and Education III*b*.) 1½ college credits. Daily 8:00 P. 21. Mr. Roemer.

EDUCATION XVII*a*.—Tests and Measurements. An elementary course confined mainly to achievement tests. 1½ college credits. Daily 11:00 P. 32. Mr. Foote.

EDUCATION XXI. — Newer Type of Early Elementary School.—This course will take up the basic principles underlying the organization of the primary school. The modern theories of education concerning the part the curriculum plays in the conduct of the child will be discussed and an effort made to show how these may be made workable. This course is especially planned for principals and supervisors. Prerequisite: Three or four years' experience teaching in primary school or Education XXII, Education XXIII, and Education XXIV. 1 college credit. M. W. Th. S. 10:00 P. 21. Mrs. Roemer.

EDUCATION XXII.—The Teaching of Reading and Literature in the First Six Grades.—The basic importance of reading in the elementary school, reading as a tool study, the various methods of teaching reading, etc., will constitute the course. Methods of teaching phonics, appreciation, memorization and dramatization will be presented. Observation of demonstration lessons and criticisms will be required. Two sections.

Section 1 will be confined largely to the teaching of the mechanics of reading as a tool study. 1½ college credits. Daily 9:00 P. 25. Mrs. Carrier.

Section 2. The same as Section 1. 1½ college credits. Daily 12:00 P. 32. Mrs. Carrier.

Section 3 is designed for those teachers who will teach in the middle elementary grades. 1½ college credits. Daily 8:00 P. 25. Mrs. Carrier.

EDUCATION XXIII.—Hand-work for Elementary Grades.—The purpose of this course is to develop the real function of handwork in the elementary grades. The various types of hand work will be discussed, paper cutting, free hand drawing, clay modeling, etc. A constructive project for each grade will be developed during the course.

Section 1. Designed for teachers of the early elementary grades. 1 college credit. M. T. W. Th. F. 2:00 P. 6. Mrs. Roemer.

Section 2. Designed for teachers of the upper elementary grades. 1 college credit. M. T. W. Th. F. 3:00 P. 6. Mrs. Roemer.

EDUCATION XXIV.—The Teaching of Arithmetic in the Elementary School.—The broad concept of number as it relates to child life and the means of working out definite standards of measurements are stressed. The four fundamental operations and how to teach them, fractions, decimal fractions and denominate numbers, will be taken up. Emphasis will be laid on careful gradation in the teaching, the use of problems and drill within the limits of life use. A course of study for the elementary school will be worked out. Observation of demonstration lessons, and criticisms of these lessons will be required.

Section 1 is designed for teachers in the early elementary school. 1½ college credits. M. T. W. Th. F. 3:00 P. 23. Mrs. Mahan.

Section 2 is designed for teachers in the later elementary school. 1½ college credits. Daily 12:00 P. —. .....

EDUCATION XXV.—Rural Life Movements.—The opportunity of the rural teacher in reviving, organizing, and directing the life of the rural community will be stressed. The object of the course is to stress the idea that hearing lessons is only a part of the teacher's duty. 1½ college credits. Daily 8:00 P. 1. Mr. Smart.

EDUCATION XXVI.—Rural School Supervision.—A course reviewing the inadequacy of such supervision in the schools of Florida as shown by untrained teachers, and insufficient aid from the County Superintendent's office. Proposed helps—self-supervision, rural school supervisors, helping teachers, etc. Plans for training teachers in service will be discussed—county associations, reading circle work, conference courses, etc. 1½ college credits. Daily 9:00 P. 1. Mr. Smart.

EDUCATION XXVII.—Rural and Village School Management.—How to organize and conduct a rural school. 1½ college credits. Daily 11:00 P. 1. Mr. Smart.

EDUCATION XXXI.—History and Theory of Vocational Education.—A study of the causes leading up to the establishment

of vocational courses, the changing conception, the underlying principles of present practices. Such topics will be included as: the old apprenticeship, the sloyd and manual training movements, industrial progress, the Smith-Hughes and similar Acts, types of vocational education, etc. This course is particularly valuable to school administrators. 1½ college credits. Daily 8:00 A. 13. Mr. Sawyer.

EDUCATION XXXII.—The Part-Time School.—A study of the work-permit youth,—why he leaves school before or upon completing the grammar grades, the social, economic and educational status of the junior worker, vocational guidance, prevocational opportunity, legislation affecting junior workers, the employer and youthful workers, aims, objectives and the organization of the part time school. A study of the problems influencing the very foundations of our elementary school system. Such a course brings new light and inspiration to the school teacher and administrator. 1½ college credits. Daily 11:00 A. 13. Mr. Sawyer.

GRADUATE COURSES IN EDUCATION

It is planned to offer five semester courses of graduate rank in Education. It is impossible to offer all the courses during any one Summer School, but by taking one each summer a student can complete four in four summers, which will equal the two majors required for the Master's Degree.

EDUCATION 110*b*.—The Elementary School Curriculum. Seminar.—An intensive study of the development, and present content of the elementary school curriculum, including the kindergarten; the selection and evaluation of material; the importance of the classroom teacher. 1½ college credits. Mr. Fulk. (Not offered summer of 1925.)

EDUCATION 111*a* (formerly Education XI*a*).—Educational Tests and Measurements. Seminar.—This is an intensive study of intelligence and educational tests. A thorough and systematic study is made of all the chief tests in both fields with laboratory material for class use so as to familiarize the student with the process of actually handling tests. 1½ college credits. Daily 8:00 P. 32. Mr. Foote.

EDUCATION 111*b* (formerly Education XI*b*).—School Surveys. Seminar.—An intensive and analytical study of the

principles and practices followed in making the leading surveys of the country. 1½ college credits. Daily 9:00 P. 32. Mr. Foote.

EDUCATION 114*a*.—The Organization and Administration of Extra Curricular Activities in Junior and Senior High Schools.—An attempt will be made in this course to work out constructive school policies having to do with the developing of the pupils' initiative, leadership, cooperation, etc. Plans will be studied that are now in operation in progressive schools. Special study will be made of Florida high schools, with reference to developing as a vital part of the school program such extra curricular activities as: School pageants, plays, excursions, celebration of special days; high school chambers of commerce; honor societies; assemblies; athletics and sports; literary, musical, debating, and departmental clubs; class organizations; county and state systems of organizing and administering extra curricular activities; Boy Scouts of America, Girl Scouts, Camp Fire Girls, Woodcraft League, Junior Red Cross; student participation in government; school publications, including school newspaper, magazine, annual, and pupils' handbook; fraternities and sororities; a point system for stimulating and limiting participation in school activities; pupil advisers; records and reports on school activities; and a scientific system of financing a well-rounded extra curricular activities' program. 1½ college credits. Daily 11:00 P. 21. Mr. Roemer.

EDUCATION 115*b*.—Democracy and Education. Seminar.—The nature of experience, the nature of institutions, the social inheritance, the individual, society, socialization, social control, dynamic and static societies, education its own end. 1½ college credits. Mr. Norman. (Not offered in the summer of 1925.)

ENGLISH

ENGLISH GRAMMAR.—Six sections. Five sections carry review and extension credit only. Section 6 is for advanced students and gives 1 pre-college credit.

Section 1. M. T. Th. F. 4:00 L. 9. Mrs. Ramsay.
Section 2. M. W. Th. S. 10:00 E. 10. Miss Sheppard.

Section 3. M. T. Th. F. 2:00 L. 12. Mrs. Ramsay.

Section 4. M. T. Th. F. 12:00 E. 16. Miss Sheppard.

Section 5. M. T. Th. F. 4:00 E. 16. Miss Sheppard.

Section 6. 1 pre-college credit. M. T. Th. F. 4:00 P. 28. Mr. Hathaway.

COMPOSITION AND RHETORIC.—A general course in composition and rhetoric will be given in sections as follows:

Section 1. For those who have never taught and wish to prepare for examination. Review and extension credit only. M. T. W. Th. 9:00 E. 15. Mrs. Ramsay.

Section 2. The same as Section 1. M. W. Th. S. 10:00 E. 17. Mrs. Ramsay.

Section 3. For those who hold third or second-grade certificates, or who have taught one or two years. Review and extension credit only. M. W. Th. S. 10:00 P. 28. Mr. Hathaway.

Section 4. For those who hold first or higher grade certificates, or have taught three or more years under such certificate. 1 pre-college credit. M. T. W. Th. 11:00 L. 11. Miss Sheppard.

AMERICAN LITERATURE.—Study of American Literature as outlined in Metcalf's "American Literature." 1 pre-college credit. M. T. W. Th. 11:00 P. 28. Mr. Hathaway.

ENGLISH LITERATURE.—The history of English Literature as outlined in Metcalf's "English Literature" will be given. 1 pre-college credit. M. T. Th. F. 2:00 L. 26. Mr. Wise.

COLLEGE ENGLISH

ENGLISH I.—Rhetoric and Composition.—Designed to train students in methods of clear and forceful expression. Instruction is carried on simultaneously in formal rhetoric, in rhetorical analysis, and in theme writing, the constant correlation of the three as methods of approach to the desired goal being kept in view. In addition, a reading course is assigned each student. Both semesters will be offered:

ENGLISH I*a*.—The first half of Genung's Working Principles of Rhetoric will be covered the first semester. 1½ college credits. Daily 8:00 L. 25. Mr. Robertson.

ENGLISH I*b*.—The second half of the rhetoric, "Invention," will be completed the second semester. 1½ college credits. Daily 8:00 L. 26. Mr. Farr.

ENGLISH IV*a*.—Description and Narration.—First semester of advanced composition. Stress will be laid on the study of models and on actual practice. The "Summer School News" will serve as a laboratory for the class. Special attention will be paid to pictorial writing and incidental description, and to the shorter forms of narration, such as short story, news and feature story. 1½ college credits. Daily 9:00 L. 25. Mr. Robertson.

Mr. Farr will offer two and Mr. Robertson one of the courses listed below:

ENGLISH II.—Introduction to Literature.—This course is designed to give the student an elementary knowledge of the progress of human thought as expressed in literary form from its earliest manifestations to the present. The object of the course is to furnish the student with some general idea of world literature, both as desirable in itself and as necessary to the more detailed study of English and American literary history, and to give him some knowledge of the historical development and technique of the various types of literature. Both semesters will be offered:

ENGLISH II*a*.—In the first semester the lectures will deal with the origin of literature, and the development of the various primal types through the classical periods of Greece and Rome. 1 college credit. Daily 11:00 L. 25. Mr. Robertson.

ENGLISH II*b*.—The lectures of the second semester will cover the European literatures of the Middle Ages, the Renaissance, and through the sixteenth century. 1 college credit. Daily 9:00 L. 26. Mr. Farr.

ENGLISH III*a*.—History of Literature.—An outline course in the historical development of English literature. Selections from important prose writers and poets; lectures on the history of the literature; a manual for reference; frequent reports from the individual students; constant use of the University library. 1½ college credits. Daily 11:00 L. 25. Mr. Robertson.

ENGLISH III*b*.—A course based on Lounsbury's English Language designed to give the student some knowledge of the historical development of the English language, with a view especially of giving insight into modern English grammar. 1½ college credits. Daily 9:00 L. 26. Mr. Farr.

ENGLISH V*a*.—Shakespeare.—The life and earlier work, including the history plays, romantic comedies and non-dramatic poetry. Three plays will be read in class. Written reviews on plays read outside the class will alternate with essays from the students and lectures by the instructor. This course is open to those who have had English III or equivalent work in English literature. 1½ college credits. Daily 11:00 L. 26. Mr. Farr.

ENGLISH VIII*a*.—The English Novel.—The student reads a list of novels chosen to illustrate chronology and variety of species, analyzes minutely one novel from the technical side, masters the entire work and life of one novelist, and compares closely a novel and a dramatized version of it. 1½ college credits. Daily 11:00 L. 26. Mr. Farr.

ENGLISH X*a*.—Chaucer.—Selections from "The Canterbury Tales" will be read. Informal lectures on the life and poetry of Chaucer and on the historical background of his work. 1½ college credits. Daily 11:00 L. 25. Mr. Robertson.

Graduate students desiring to major in English will make special arrangements with the department. Students majoring in other departments may take courses V*a*, VIII*a* and X*a* as minors.

FRENCH

FRENCH A*a*. — Elementary French, first semester's course; continuation of French A*a*; grammar, prose composition, reader, oral practice. Fraser & Squair's Shorter French Course; La Belle France. Prerequisite: French A*a* or equivalent. 1½ college credits. Daily 11:00 L. 9. Mr. Crow.

FRENCH SI*a*.—Second year French, first part. Grammar, prose composition, reader. Prerequisite: French A or equivalent. 1½ college credits. Daily 12:00 L. 9. Mr. Crow.

GENERAL SCIENCE

GENERAL SCIENCE.—A course designed especially to meet the needs of high school teachers. Laboratory work and material to use with the Guide will be emphasized. 1½ pre-college credits. M. T. W. F. 8:00 S. 3; Laboratory T. F. 4:00-6:00. Mr. Van Brunt.

GEOGRAPHY

POLITICAL GEOGRAPHY.—Special attention will be given to Florida and its relation to other states. A thoro review of the geography of the United States and the world. Instruction will be given in the use of textbooks, maps, globes, industrial products as a help and guide for the teaching of the subject. Review and extension credit only. Four sections:

Section 1. M. W. Th. 10:00 S. 3. Mr. Heath.
Section 2. M. W. F. 8:00 L. 32. Mr. Heath.
Section 3. M. T. F. 3:00 S. 12. Mr. Van Brunt.
Section 4. M. T. Th. 11:00 L. 32. Mr. Heath.

HISTORY

Elementary United States and Florida History. Four sections, each covering thoro review of state adopted text book. Review and extension credit only.

Section 1. M. T. Th. F. 8:00 L. 9. Mr. .....
Section 2. M. T. Th. F. 11:00 E. 17. Mr. Jackson.
Section 3. M. W. Th. S. 10:00 L. 25. Mr. .....
Section 4. M. T. Th. F. 4:00 L. 25. Mr. DuVall.

HISTORY.—General.—1½ pre-college credits. Two sections:

Section 1. Daily 12:00 L. 10. Mr. Glunt.
Section 2. Daily 8:00 L. 12. Mr. Glunt.

HISTORY.—Ancient.—1½ pre-college credits. Daily 8:00 E. 15. Mr. Jackson.

HISTORY.—Medieval and Modern.—From the 12th century to the French Revolution. 1½ pre-college credits. (Will not be offered in the summer of 1925.)

HISTORY.—Medieval and Modern.—From the French Revolution to the present time. 1½ pre-college credits. Daily 12:00 E. 15. (Will not be offered in the summer of 1926.) Mr. Jackson.

HISTORY.—English.—A brief study of English history from the Anglo-Saxon Invasions to the Norman Conquest, and a more detailed study from 1066 to The Restoration, 1660. 1 pre-college credit. (Not offered in the summer of 1925.)

HISTORY.—English.—A detailed study of the period from 1660 to the present. 1 pre-college credit. M. T. Th. F. 2:00 L. 10. (Will not be offered in the summer of 1926.) Mr. .....

HISTORY.—American.—A detailed study of American history from the period of discovery and colonization to Jackson's administration. (Will not be offered in the summer of 1925.)

HISTORY.—American.—A detailed study of American history from Jackson's administration to the present time. 1 pre-college credit. M. W. Th. S. 10:00 L. 10. (Will not be offered in the summer of 1926.) Mr. Glunt.

HISTORY.—The French Revolution and Napoleon.—For advanced students. 1½ college credits (major or minor). Daily 8:00 L. 10. Mr. Leake.

POLITICAL SCIENCE.—Principles of Political Science. A study of the principles and theories of the state and government. 1½ college credits. Daily 9:00 L. 10. Mr. Leake.

HISTORY.—American Constitutional Questions.—For advanced students. 1½ college credits (major or minor). Daily 11:00 L. 10. Mr. Leake.

HYGIENE AND PUBLIC HEALTH

HYGIENE.—Preparatory to the state examinations. Special efforts are made to impress the teacher with the importance of hygiene and sanitation. How to keep well and how to teach others to keep well and physically efficient is the special aim of the course. 1 pre-college credit. M. T. Th. F. 12:00 S. 12. Mr. Van Brunt.

PUBLIC HEALTH.—With the cooperation of the Florida Public Health Association and the State Board of Health, a course is being offered this summer for the first time on Public Health. The course is designed to be of help to teachers in detecting and eradicating communicable diseases. 1 college credit. Hours to be arranged. S. 12. Dr. Barnes, Dr. Brink and others.

LATIN

BEGINNER'S LATIN.—Review.—Review and extension credit only. M. T. Th. F. 3:00 L. 26. Mr. Wise.

CAESAR.—Review.—In this course three books will be studied. Composition. 1 pre-college credit. M. T. Th. F. 4:00 L. 26. Mr. Wise.

LATIN I*a*.—Selections from the various works of Ovid, but mainly from the Metamorphoses. Selected stories from Aulus Gellius with easy sentences, based on the text, to be turned back into Latin. Prerequisite: Three years of high school Latin. 1½ college credits. Daily 9:00 L. 12. Mr. Anderson.

LATIN II*b*.—Selections from the various works of Horace. Prerequisite: Latin I or equivalent. 1½ college credits. Daily 11:00 L. 12. Mr. Anderson.

GRADUATE COURSE.—Seminar.—Cicero's Correspondence. Papers on assigned subjects. Parallel readings in English and Latin. Students should provide themselves beforehand with the complete Teubner text in two volumes. 1½ hours' graduate credit. Hours to be arranged. L. 12. Mr. Anderson.

LIBRARY SCIENCE

LIBRARY SCIENCE I.—A course designed to help the teacher-librarian in the small high school. The subjects of book selection, the study of reference books and the organization, in a simple way, of the small high school library will be emphasized. ½ college credit. M. W. Th. 10:00 P. 32. Miss Miltimore.

MATHEMATICS

ARITHMETIC.—A thoro review of Arithmetic is made, that the student may view it from both the teacher's and child's point of view. Common and decimal fractions, denominate numbers, percentage and all other subjects covered by the textbooks adopted by the state. Principles and methods of teaching arithmetic are thoroly covered. Review and extension credit only. Five sections:

Section 1. M. T. W. F. 11:00 P. 20. Mr. Little.
Section 2. M. T. Th. F. 8:00 P. 20. Mr. Little.
Section 3. M. W. Th. S. 10:00 P. 20. Mr. Little.

Section 4. M. T. W. F. 12:00 L. 32. Mr. Metcalfe.
Section 5. M. T. Th. F. 3:00 E. 17. Mr. Metcalfe.

ALGEBRA A.—Elementary course covering the fundamental operations, simple and simultaneous equations, factoring and fractions. Designed for those who have had little or no Algebra. Review and extension credit only.

Section 1. M. T. Th. F. 3:00 P. 20. Mr. Little.
Section 2. M. T. Th. F. 9:00 E. 10. Mr. Van Brunt.
Section 3. M. T. Th. F. 4:00 P. 20. Mr. Hinson.

ALGEBRA B.—Review of first year Algebra. No one admitted who does not have a rather thoro knowledge of first semester first year Algebra. Review and extension credit only.

Section 1. M. T. Th. F. 5:00 P. 20. Mr. Wise.
Section 2. M. T. Th. F. 3:00 P. 21. Mr. Walker.
Section 3. M. W. Th. F. 8:00 E. 16. Mr. Walker.

ALGEBRA C.—Advanced Algebra.—Involution, Evolution, quadratic equations, progressions, ratio and proportion. No one admitted who has not a rather thoro knowledge of first year Algebra. 1 pre-college credit. Four sections:

Section 1. M. W. Th. S. 10:00 P. 1. Mr. Metcalfe.
Section 2. M. T. Th. F. 5:00 L. 23. Mr. Metcalfe.
Section 3. M. T. Th. F. 4:00 E. 17. Mr. Walker.
Section 4. M. T. Th. F. 12:00 P. 20. Mr. Walker.

BEGINNERS' PLANE GEOMETRY I.—Books I and II. 1½ pre-college credits. Daily 8:00 E. 17. Mr. Chandler.

PLANE GEOMETRY II.—Books III to V. Those desiring to review all of Plane Geometry should either take both Geometry I and Geometry II, or Geometry II. Prerequisite to Geometry II is Geometry I. 1½ pre-college credits. Daily 12:00 E. 17. Mr. Chandler.

SOLID GEOMETRY.—1½ pre-college credits. Daily 9:00 E. 17. Mr. Chandler.

PLANE TRIGONOMETRY.—1 college credlit. M. W. Th. S. 10:00 P. 23. Mr.

COLLEGE ALGEBRA.—Selected topics in Reitz and Crathorne's "College Algebra." 1½ college credits. Daily 8:00 L. 23. Mr. Simpson.

PLANE ANALYTICAL GEOMETRY.—The first five chapters of Roberts and Colpitts "Analytic Geometry". 1½ college credits. Daily 9:00 L. 23. Mr. Simpson.

ELEMENTARY CALCULUS.—1½ college credits. Daily 11:00 L. 23. Mr. Simpson.

MANUAL TRAINING IN THE PUBLIC SCHOOLS

MANUAL TRAINING.—The purpose and place of manual training and the organization and supervision of same. Particularly valuable for principals who have or expect to have manual training in their schools. Also intended for the manual training teacher. 1 college credit. M. T. Th. F. 2:00-4:00 Woodshop. Mr. Sawyer.

MUSIC

MUSIC I.—Rudiments of Music and Sight Singing. ½ college credit. M. T. Th. F. 2:00 E. 10. Mrs. .....

MUSIC II.—Sight Singing and methods of teaching public school music in the primary grades. ½ college credit. M. T. Th. F. 3:00 E. 10. Mrs. .....

MUSIC III.—Advanced Sight Singing: Two, three and four part music; methods of teaching public school music in all grades. Elementary theory and harmony and simple composition. ½ college credit. M. T. Th. F. 4:00 E. 10. Mrs. .....

Chorus and glee club work will also be offered.

PHILOSOPHY AND PSYCHOLOGY

ELEMENTARY PSYCHOLOGY.—A beginner's course in psychology with applications to teaching. 1 pre-college credit. Three sections:

Section 1. M. W. Th. S. 10:00 A. 12. Mr. Everett.
Section 2. M. T. Th. F. 4:00 A. 12. Mr. Everett.
Section 3. M. W. Th. F. 11:00 A. 12. Mr. Everett.

PHILOSOPHY I*a*.—General Psychology.—Facts and theories current in general psychological discussion: the sensations, the sense organs, and the functions of the brain; the higher mental functions—attention, perception, memory, feeling, emotion, volition, the self; and like topics. This course satisfies the professional requirement for the extension of certificates. 1½ college credits. Two sections:

Section 1. Daily 11:00 P. 17. Mr. Enwall.

Section 2. Daily 12:00 P. 17. Mr. Enwall.

PHILOSOPHY III*a*.—Ethics.—Principles of Ethics: Study of such topics as goodness, happiness, virtue, duty, freedom, civilization, and progress; history of the various ethical systems. 1 college credit. M. W. Th. S. 10:00 P. 17. Mr. Enwall.

PHYSICAL EDUCATION

The courses in this department are designed to meet the needs of teachers, who, even though not graduates of Physical Education, are nevertheless expected to have a practical knowledge of physical training, gymnastics, plays and games, and are expected to teach them in the public schools. All teachers preparing to qualify under the new State law regarding Physical Education will find these courses particularly to their needs. Local problems of the members of the classes will be met as far as possible. Plans will be formulated whereby unhealthy physical conditions may be eradicated from the environment of the schools and physical defects found among school children properly handled. The aim of the department is to have in every community as many trained leaders in playground and school athletic activities as possible.

PHYSICAL EDUCATION I.—Elementary Gymnastics.—This class is for beginners and consists mainly of marching, calisthenics and simple apparatus work. Exercises applicable for school room will be given in graduated scale leading up to the more advanced form of exercise. ½ college credit. Two sections:

Section 1. For women. M. T. Th. F. 4:00 Gymnasium. Mr. Manchester.

Section 2. For men. M. W. Th. S. 10:00 Gymnasium. Mr. Manchester.

PHYSICAL EDUCATION II.—Soccer and Speedball.—The elements of the game, fundamentals, training, rules, individual and team development, and psychology of game from coaches' viewpoint. ½ college credit. M. T. Th. F. 5:00 Gymnasium. Mr. Manchester.

PHYSICAL EDUCATION III.—Corrective Exercise.—A course to enable the teacher to recognize physical defects and to have an intelligent use in the natural and artificial methods for cor-

rection through exercise. Action, use and relation of different organs of body and exercise to stimulate and normalize them. General laws governing the body and health. ½ college credit. M. T. Th. F. 2:00 Gymnasium. Mr. Manchester.

PHYSICAL EDUCATION IV.—Plays and games for the Early Elementary Grades.—A course giving Story Plays, Rythmic Plays, Folk Dancing, Mimetic Plays and the theory and practice of outlining exercises for the early elementary grades. ½ college credit. M. T. W. Th. 11:00 Gymnasium. Mr. Manchester.

PHYSICAL EDUCATION V.—Minor Sports.—This course will include interpretation of rules, organization, promotion, and competition in the following: playground ball, volley ball, cage ball, scrimmage ball, playground games, indoor games, tennis, swimming, and mass play games. The importance of mass play in the school and playground curriculum. ½ college credit. M. T. Th. F. 3:00 Gymnasium. Mr. Manchester.

PHYSICAL EDUCATION VI.—Playground and Play.—Theory and practice in planning playground activities and arranging games suitable for age and environment. ½ college credit. Hours to be arranged. Mr. Manchester.

PHYSICAL EDUCATION VII.—Advanced Gymnastics.—This class is especially designed for those who have had some elementary gymnastics and consists mainly of light apparatus work, gymnastic dancing, advanced calesthenics, wand drill and Indian club swinging for women, and heavy apparatus work for men. ½ college credit. Two sections:

Section 1. For women. M. T. W. Th. 8:00 Gymnasium. Mr. Manchester.

Section 2. For men. M. T. W. Th. 9:00 Gymnasium. Mr. Manchester.

PHYSICS

HIGH SCHOOL PHYSICS.—A general course, such as is usually given in standard secondary schools—lectures, recitations, demonstrations, and a limited amount of individual laboratory work. 1½ pre-college credits. M. W. Th. S. 10:00 E. 33. Laboratory W. F. 2:00-4:00 E. 33. Mr. Perry.

GENERAL PHYSICS.—A course designed for those who wish to prepare for science teaching in the high school or for those

who wish to take a course in general physics more extensive and more mature than that offered in the elementary course. This course may be taken by those who have had no previous work in physics, but in that case, V*a* must be taken as a prerequisite to V*b*. The course is divided into two parts as follows:

PHYSICS V*a*.—Mechanics and Heat. 2½ college credits. Daily 11:00 E. 33. Lab. T. W. Th. F. 2:00-4:00. Mr. Perry.

PHYSICS V*b*.—Sound, Light and Electricity—2½ college credits. Daily 9:00 E. 33; Lab. T. W. Th. 2:00-4:00. Mr. Perry.

LONGER COURSE IN GENERAL PHYSICS.—A course designed for students prepared to do more advanced work than in Physics V, and desiring to spend more time on the subject. A knowledge of high school physics, and of mathematics through trigonometry, is presupposed, and is a prerequisite for admission to the longer course. The course is given in three parts, called Physics I, II, and III, of which the following are offered in the summer of 1925:

PHYSICS I*a*.—Mechanics. 1½ college credits. Daily 9:00 E. 16. Mr. Benton.

PHYSICS I*b*.—Heat, Sound, and Light. 1½ college credits. Daily 11:00 E. 16. Mr. Benton.

PHYSICS III*a* OR III*b*.—Electricity and Magnetism. 1½ college credits. M. W. Th. S. 10:00 E. 16. Laboratory T. Th. 2:00-4:00 E. 37. Mr. Benton.

A course on the teaching of physics is under consideration, and may be given if sufficient demand exists, as a substitute for one of the courses listed above.

PUBLIC SPEAKING

On account of limited funds, a nominal fee will be charged for the following courses:

EXPRESSION AND PUBLIC SPEAKING.—In the courses offered particular attention will be given to establishing a correct method of breathing, to correcting faulty articulation, and to teaching the principles of interpretation by voice, gesture, and facial expression. In these studies special attention will be

given to preparing teachers for carrying on this work in the public schools. Those interested see Professor J. M. Chapman. Law Building. Hours to be arranged. ½ college credit.

SOCIOLOGY (See Economics and Sociology)

SPANISH

SPANISH A*b*.—Elementary Course.—Pronunciation, forms, elementary syntax, dictation, written exercises, memorizing of vocabularies. 1½ college credits. Daily 9:00 P. 28. Mr. Hathaway.

SPANISH I*b*.—Intermediate Course.—Work of Elementary Course continued, advanced grammar, including syntax, prose composition. 1½ college credits. Daily 9:00 L. 9. Mr. Crow.

VOCATIONAL EDUCATION AND MANUAL TRAINING

The following courses are contemplated, but will not be offered unless there is sufficient demand for them to warrant engaging a high-grade vocational man as instructor. These courses are particularly designed for principals of grammar and high schools who wish to know the underlying theories of Vocational Education and Manual Training and the place of these subjects in the school curriculum.

EDUCATION XXXI.—(See page 44.)

EDUCATION XXXII.—(See page 45.)

MANUAL TRAINING IN THE PUBLIC SCHOOLS.—(See page 54.)

ROOMING FACILITIES

All rooms in Buckman Hall and Thomas Hall are reserved for women in the summer. These rooms, which in every case are comfortable and commodious, are supplied with two good iron bedsteads and mattresses, chiffonier or bureau, a table, washstand and chairs. All students are required to provide for themselves a pillow, bed linen, towels, and other things as they may want for their own special convenience.

All who expect to occupy dormitory rooms, which have in previous years usually been reserved by May 1, should make reservations as soon as possible. If for sickness or other reasons a student finds it impossible to come to the Summer School, reservation should be cancelled so that other students

may have an opportunity to occupy the room that has been reserved. A fee of $5.00 should be sent with request for reservation, but may be sent as late as May 1. If reservations are made without the payment of this fee (which is the regular Registration Fee required of all students) these reservations will be automatically cancelled on May 1. In case a student deposits this fee and reserves space in the dormitories, then finds it impossible to attend the Summer School, she will of course, have the money refunded to her, provided cancellation of her reservation is made by June 1.

Those who cannot be accommodated in the dormitories can obtain good rooms adjacent to the campus at a moderate price. Within the past two years several large rooming houses and private dwellings have been built within three blocks of the campus, which will greatly increase the rooming facilities for those who cannot obtain rooms in the dormitory.

Students should engage rooms in approved rooming houses only, a list of which will be sent on request. Rooming houses for girls will not be approved unless their owners have arranged for house mothers for the entire summer session.

BAGGAGE DELIVERY

Students who engage rooms in the dormitories in advance will receive notice of the room to which they have been assigned.

To secure prompt delivery of baggage the student should place her name and room address on each piece of baggage, and on arrival in Gainesville give baggage checks to authorized transfer agents, who will meet all trains.

For room reservations and general information as to the Summer School, address,

J. W. NORMAN,
Dean of Teachers College,
Gainesville, Fla.

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A STUDY OF THE ALACHUA PUBLIC SCHOOLS, ALACHUA, FLORIDA

By

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Professor of Education
AND OTHERS

THE UNIVERSITY OF FLORIDA
TEACHERS COLLEGE
GAINESVILLE

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By
Joseph R. Fulk

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CHAPTER I

Introduction

This Study of the Alachua Public Schools was made with the complete cooperation of the local Board of Trustees and Principal H. C Johnson, and with the hearty approval of County Superintendent E. R. Simmons. A fine spirit was shown by all of these officials, as well as by the teachers and pupils of Alachua. Principal Johnson and his teachers assisted in many ways in securing and giving data concerning the schools.

Those who made this Study wish here to express their deep appreciation of the kindness so uniformly shown, and of the helpfulness so freely given by all connected with the Alachua Public Schools.

The primary object of the study or survey of a school system is to help those in charge of the school to give better service to the children of the system studied. Public schools need more intelligent publicity. Such publicity stimulates proper public action. Altho this Study has been made as a part of the class work of two groups of students in Education in Teachers College, in the University of Florida, the primary object has been kept in the forefront.

The purpose of this Study, as a class project from the standpoint of the instructor, is easiest given by reproducing the descriptions of the courses as listed in the general catalog of the University. The two courses are as follows:

EDUCATION IIIb.—*Problems in Public School Administration and Supervision.*—This course will include an intensive study of the supervision of instruction. Visits will be made to schools for the study of administrative and supervising practice. A survey will be made of one school system. *(Elective for juniors and seniors, second semester; 3 hours. Credit 1 1-2 year-hours. Professor Fulk.)*

EDUCATION 111b. (formerly Education XIb.).—*School Surveys.*—Seminar.—An intensive and analytical study of the principles and practices followed in making the leading surveys of the country. *(Elective for graduate students, second semester; 3 hours. Credit, 1½ year-hours. Professor Fulk.)*

The following students were in Education IIIb: L. B. Andrews, C. F. Byers, W. L. Carter, E. A. Clayton, G. R. Clegg, A. F. Johnson, J. H. Kelly, C. T. Lawhorne, S. W. Leonard, J. H. McDonald.

In Education 111*b* were: E. A. Clayton, M. R. Hinson, H. E. McClain, H. B. Slaughter, J. B. Walker.

R. S. Knowles, a student in Education Xb, The Elementary School Curriculum, helped in the preparation of two chapters.

The writer of this chapter feels that it is right and proper that he should here express his gratitude to the above young men for their faithful and painstaking work. Many of them spent time at this Study far in excess of the requirements of the course they were taking.

The general scope of the Study and the divisions of the work are shown in the following outline:

Chapter I. Introduction—Mr. Fulk.

Chapter II. General Characteristics of Alachua, and the School District—Mr. Slaughter and Mr. McClain.

Chapter III. The School Plant—Mr. Johnson and Mr. Knowles.

Chapter IV. Organization and Administration—Mr. Slaughter and Mr. McClain (except G and H).

- A. School Boards.
- B. County Superintendent.
- C. Principal.
- D. Relations of Boards, Superintendent, Principal, Teachers and Patrons.
- E. Consolidation and Transportation.
- F. School Finance.
- G. Instructional Records—Mr. Andrews and Mr. Byers.
- H. Curricula—Mr. Andrews and Mr. Byers.

Chapter V. The Teachers—Mr. Kelly and Mr. Carter.

Chapter VI. Supervision of Classroom Instruction—Mr. Kelly and Mr. Carter.

Chapter VII. The Pupils.

- A. Progress through the School—Mr. Clayton and Mr. Clegg.
- B. Intelligence Tests—Mr. Clayton and Mr. Clegg.
- C. Achievement Tests—Mr. Hinson, Mr. Lawhorne and Mr. Leonard.
- D. Health Education—Mr. Johnson and Mr. Knowles.
- E. Discipline and Character Education—Mr. Walker and Mr. McDonald.

Appendices—Mr. Fulk.

The student part of this Study was done during the second semester of the school year, 1923-1924. Several weeks of class work were spent in preparing for the survey. The actual work in the Alachua schools began in the early part of March and was completed in the last days of April. Alachua is nineteen miles from the University. An excellent paved road makes the trip an easy one. Each student committee made one or more trips to Alachua, usually spending the greater part of the day in the schools.

The writer spent a part of a day in the schools before the survey began, and a number of days with the various committees. On the invitation of Principal Johnson, he explained the plan and purpose of the survey to the teachers before the schools were visited by any of the committees.

In order that there might be a minimum of interference with the regular classwork in the schools, the committee visits were, in most cases, made one at a time.

The tests were given and scored by the students. Before giving the tests in the Alachua schools, the students discussed in class the use of the tests, and had practice in giving them to small groups of pupils and scoring the papers.

The interpretation of data was left largely to the students. Each committee reported to the entire survey group, and each report was discussed by the group. Some conclusions may be rather hastily drawn, and some recommendations may seem to be somewhat unreasonable, but on the whole, the Study is sound. It must be kept in mind, however, that this is an amateur piece of work.

The writer of this chapter has in some cases taken considerable liberty with the reports of the committees,—recommendations have been modified, further interpretation of the data has been made, additional explanatory matter has been introduced, in the interest of clearness parts have been rewritten, and bibliographies have been extended.

After the publication of this Study all of the pupils' test papers, including intelligence and achievement tests, will be turned over to the principal of the Alachua schools. We hope that a study of these papers will help the principal and teachers in reaching the needs of individual children.

CHAPTER II

General Characteristics of Alachua and the School District

A. Location

The town of Alachua is located in School District 23 in the northern part of Alachua County, in the northern section of the State of Florida. (See maps, pages 13-14.) It is centrally located and is easy of access. It is situated on the main division of the Dixie Highway, which extends from Jacksonville to Tampa, being 90 miles southwest of the former and 212 miles north of Tampa. It is about 55 miles from the Gulf of Mexico, and about 75 miles from the Atlantic Ocean. There are three railway lines entering the town, with four passenger trains making connections with all points within and without the state. The school district in which Alachua is located in its greatest breadth from north to south is 13 miles, and from east to west 7 miles, thus forming an area of 78 square miles. The actual size and shape of this district with the communities, roads and boundaries will be found on the map on page . The Santa Fe River forms the natural boundary of the district on the northwest, separating Alachua County from Columbia County.

B. Population

The population of Alachua County has decreased within the past ten years, as evidenced by the United States Census Reports for 1910 and 1920. In 1910 the population of Alachua County was 34,305; whereas in 1920 the figures of the United States Census record the population as 31,689. (1.)* This represents a decrease of 2,616 in a period of ten years, or an annual decrease of 261 for each year. The depopulation and exodus from the rural sections have been responsible for this decrease in population. The records in the office of the County Superintendent of Public Instruction of Alachua County indicate that the farmers in the rural sections have moved into town in this county and the adjacent counties, and that within the past five years a considerable part of the negro population has migrated to the North. (2.) What is

*Thruout this study the first number in parentheses refers to the corresponding number in the bibliography at the end of the chapter; a second number refers to the page of the reference.

true of Florida is likewise true of other Southern States. What is found in the counties with reference to the decrease and depopulation, is, in a large measure, true of the school districts. There are no definite figures giving the exact number of persons, white and negroes, leaving this district for the past decade, but it is safe to assume that the decrease within this district has been in almost direct proportion to that of the entire county. (2.) The school census report in the office of the County Superintendent shows that there are over 3,000 persons within this district. (2.) Of these approximately one-half are white people and the other half negroes. According to the best available information obtainable, no foreign element could be found. (2.) Should there be any foreigners within the district, the records investigated in the office of the County Superintendent failed to make mention of them. In the event that such an element exists it is safe to assume that it is of very little consequence.

From information obtained from the County Superintendent, there appear to be about 650 negroes of school age in District 23. Of this number 567 were enrolled in school for the past year. There are five negro schools within the district, located at the following places: Hague, 74 pupils, grades one thru the sixth; Haynesworth, 68 enrolled, grades one thru the fourth; Mount View, 82 enrolled, one thru the fourth grade; Nebo, 66, one thru the fourth grade, and the Alachua Training School, located at Alachua, embracing nine grades, with an enrollment of 277 pupils. From the information obtainable, it seems as if practically all of the negro children of school age are enrolled in school, or, at any rate, not more than 80 or 90 appear to be out of school. There were no exact figures on record indicating the number of negroes of school age. (2.)

There appear to be about 550 white children of school age in this district. The following communities send students to the Alachua High School: Hague, Gracy, Haynesworth and Brown Settlement. There are 100 pupils of school age at Hague, 50 at Haynesworth, 100 at Brown Settlement and 250 at Alachua. These figures indicate that practically every white pupil of school age is enrolled in school.

It is not possible in this study to give any definite information with reference to the exact figures in racial decrease

within the past decade. There is no source from which this information may be obtained. The best statement that can be made with reference to this decrease is to say that it has been almost proportional to the decrease in the county for the same given period. The country around Alachua is an agricultural community, and this in a measure explains the depopulation. From estimations made by the County Superintendent and the members of the County Board of Education, it seems as if the white people and the negroes have decreased at about an equal rate. (3).

It may be suggested that it would be worth while to keep on record in the office of the County Superintendent more systematized data with reference to the social and economic conditions in the various communities of the district. It has not been an easy matter to gain information along certain lines for lack of sufficient data. For example, there are no records showing the population of each community, the number of children of school age, the races, the sexes, nor the decrease in the communities for the decades. It would be useful to keep on file a record of each community, indicating the number of people, the number of families, the children of school age, the number actually enrolled, the number not enrolled, and the percentage of races in each place. This would furnish a kind of a social inventory of each community, its liabilities and its assets. However, all of these records are not required by law.

C. Industries and Occupations

The section of the county in which the town of Alachua is situated is primarily an agricultural section. The entire region is given over to various types of agricultural pursuits. Trucking, intensive farming, dairying, cattle raising and naval stores constitute the principal enterprises of the people in this district. Since 1910 the actual acreage under cultivation has decreased, but the output in agricultural staples has shown an increase. (4). Of the total number of persons within this district, over three-fourths are engaged either directly or indirectly in agricultural pursuits.

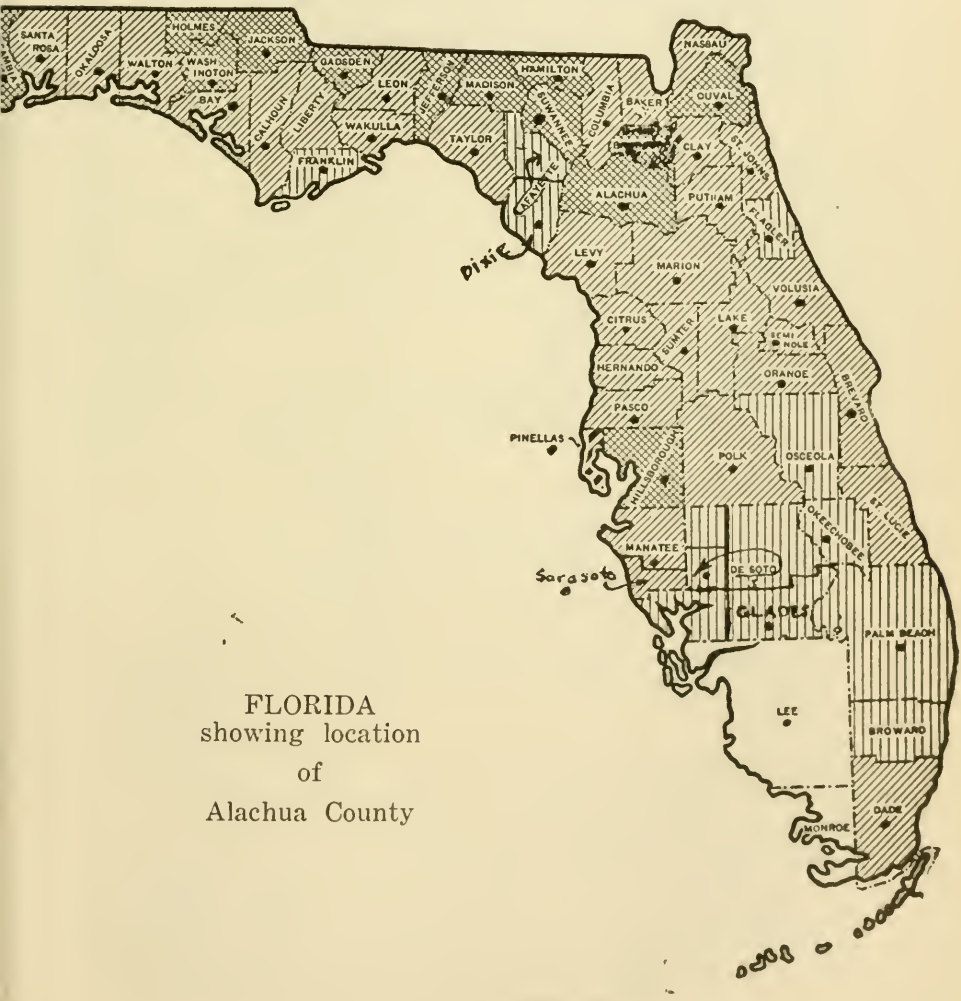
D. Bibliography

1. United States Census Reports for the Years 1910 and 1920.

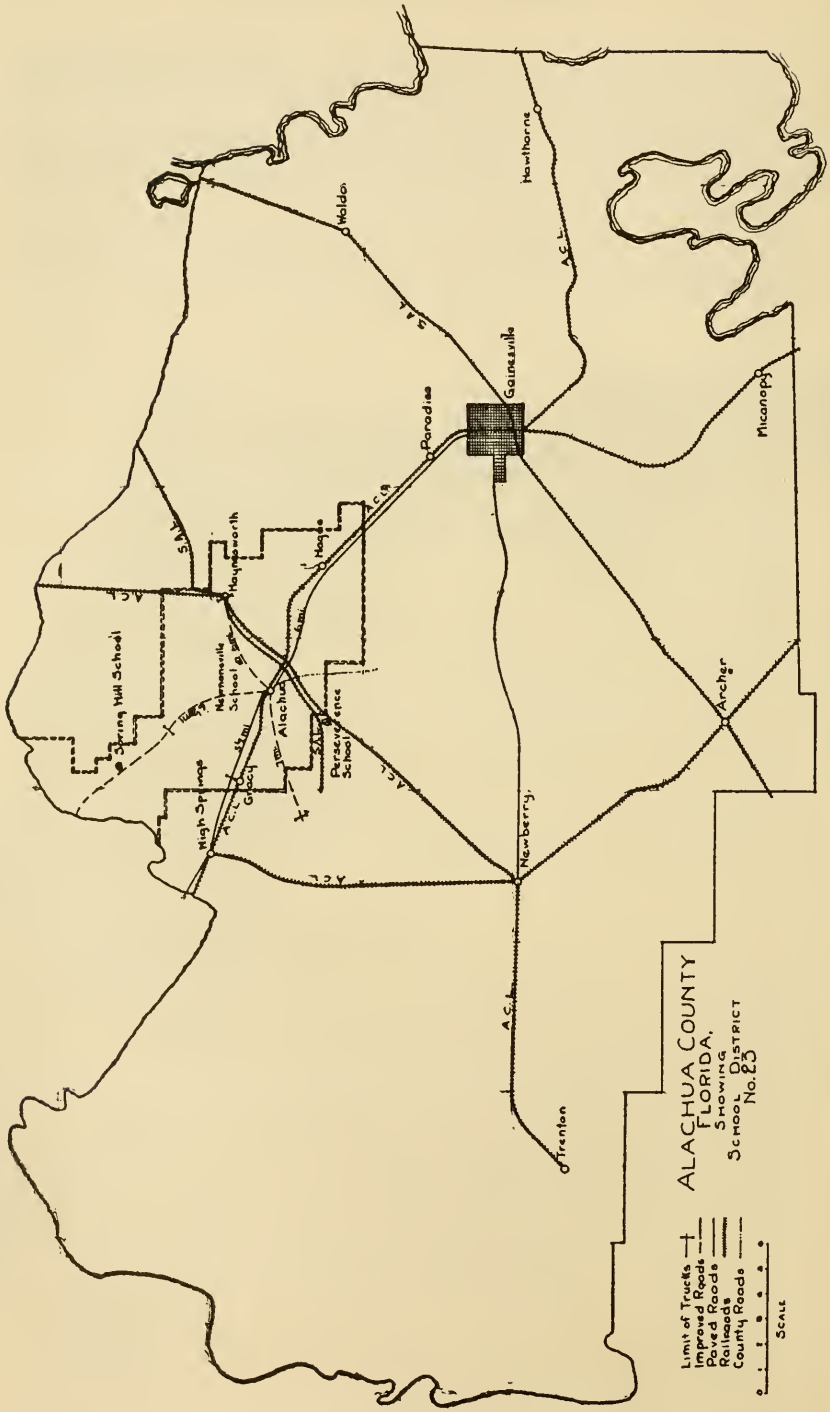
2. Record Book in the office of the County Superintendent of Public Instruction of Alachua County.

3. Conversations with the County Superintendent of Alachua County, and several members of the Board of Public Instruction.

4. Bulletins, University of Florida Experiment Station, 1923 and 1922.



FLORIDA
showing location
of
Alachua County


ALACHUA COUNTY
FLORIDA.
SHOWING
SCHOOL DISTRICT
No. 23
Limit of Trucks
Improved Roads
Paved Roads
Railroads
County Roads
SCALE
Gainesville
Hawthorne
Waldo
Paradise
Micanopy
Archer
Newberry
Trenton
Hogue
Haynesworth
Alachua
Gracy
High Springs
Spring Hill School
Newnansville School
Perseverence School
A.C.L.
S.A.L.

CHAPTER III

The School Plant

The committee on the school plant presents herewith its report on the school buildings and grounds at Alachua. The report is, in brief, as follows: A. A brief statement of standards for judging school buildings and grounds. B. The comparative scores of the two buildings. C. Summary of findings. D. Summary of recommendation. E. Bibliography.

The score card used in making this study of the school plant at Alachua is the Strayer-Engelhardt Score Card for Elementary School Buildings. All scores were made on the basis of the standards outlined in the Strayer-Engelhardt Standards for Elementary School Buildings. (6.)

A. A Brief Statement of Standards for Judging School Buildings and Grounds (7:3.)

SITE

1. Centrally located for children; 200 square feet playground for each pupil; not on car line or near factories; well drained.

BUILDINGS

A. Situation

Placed to secure best lighting in classrooms and least exposure for entrances; not too near street; aesthetic balance and possible future additions should be considered.

B. Gross structure

(1) Should be open T, H, E, V, or Y-type, with provisions for additions.

(2) Materials: Brick or concrete preferable; fireproof.

(3) Height: Not more than two stories above basement.

(4) Roof: Flat or with very slight pitch.

(5) Foundation: Water or damp proof.

(6) Entrances: Main, 10 to 12 feet; secondary, 8 to 10; entrances free from obstructions, outward swinging doors with panic bolts; entrance steps, few as possible and protected from weather.

C. Internal structure

(1) Stairways: Fireproof; hand rails on both sides; 5 feet wide, 10 to 12 inch tread, 6 to 7 inch riser; should be sound proof and well provided with natural and artificial lighting.

(2) Corridors: Should give easy access to stairways from classrooms fireproof; main corridor 12 feet, secondary 8 feet in width; adequately lighted and free from obstructions. In high school buildings should be wider.

(3) Basement: Not more than 3 feet below grade, boiler rooms, ventilating plants and coal pits should be outside of main building, separated from basement proper by fire doors; floors, walls and ceiling should be fire, water and soundproof.

(4) Classrooms:

a. Size: grade rooms 22-23 feet wide, 28-29 feet long, 12 feet high; should allow not less than 15 square feet of floor space and 200 cubic feet air space per pupil. In large grade buildings one or two rooms may be made larger and one or two smaller for special classes. High school rooms should vary with size of class in different subjects.

b. Light: Glass area 1/5 to 1/4 of floor area: windows grouped on one side of room to prevent cross lighting.

c. Equipment: An adequate amount of slate or ground glass blackboard, placed at proper height; adequate book closet and cloak room or wardrobe facilities; individual adjustable, movable seats.

d. Special rooms: Auditorium for general school and community purposes; gymnasium accessible from playground; separate locker rooms, showers and dressing rooms for boys and girls; swimming pools in high schools; teachers' rest room equipped with dressing room and toilet facilities; should have some provision for use of school nurse and emergency sickness.

D. Service systems

(1) Heating and ventilating: "Split system," heating and ventilating separated preferred; air taken from top of building, warmed and humidified; temperature under thermostatic control to save fuel and guarantee comfort.

(2) Toilets: Toilet provisions on each floor; rooms well lighted; equipment of non-absorbent and easily cleansed material; one seat and one urinal for each 25 boys and one seat for each 15 girls in the grade buildings. Towels and lavatories should be provided in toilet room or in room adjoining.

(3) Water supply: Bubbling fountains, one for each 75 children, with height adapted to children in different grades; should not be in toilet rooms.

(4) Fire protection: Automatic sprinklers or fire hose connected with city system and one hand extinguisher to every 3,000 to 5,000 square feet of floor area.

(5) Cleansing system: Vacuum system with hose outlet in each room and discharge into furnace.

(6) Electric service: Program clocks in junior and senior high school; clock in each room; bells for general signals and fire drills; telephone in principal's office; in every large building there should be an extension phone on each floor.

This brief statement of standards for judging school buildings, which the committee copied from the University of Iowa Extension Bulletin, No. 41, agrees in general with the Strayer-Engelhardt Standards, with the exception of the number of boys' urinals. The former recommends 1 urinal for each 25 boys, while the latter 1 for each 15 boys.

B. The Comparative Scores of the Two Buildings

The scores given in the following table are: the standard score in the first column; the average scores made by members of the committee, for the new building in the second; and for the old building in the third.

COMPARATIVE SCORES OF THE BUILDINGS IN ALACHUA
Data secured March and April, 1924

	Standard	New Building	Old Building
I. Site			
A. Location			
1. Accessibility	25	25	25
2. Environment	30	25	25
B. Drainage			
1. Elevation	20	20	20
2. Nature of soil	10	10	10
C. Size and form	40	40	40
II. Buildings			
A. Placement			
1. Orientation	15	15	13
2. Position on site	10	10	10
B. Gross structure			
1. Type	5	2	1
2. Material	10	6	5
3. Height	5	5	5
4. Roof	5	3	5
5. Foundation	5	5	5
6. Walls	5	5	5
7. Entrances	10	5	5
8. Aesthetic balance	5	4	4
9. Condition	10	9	7
C. Internal Structure			
1. Stairway	35	15	15
2. Corridors	20	8	5
3. Basement	15	15	15
4. Color scheme	5	3	2
5. Attic	5	5	5
III. Service Systems			
A. Heating and Ventilation			
1. Kind	10	5	5
2. Installation	10	8	8
3. Air supply	15	15	15
4. Fans and Motors	10	10	10*
5. Distribution	10	4	4
6. Temperature control	10	0	0
7. Special provisions	5	0	0
B. Fire protection system			
1. Apparatus	10	0	0
2. Fireproofness	15	0	0
3. Escapes	20	10	5
4. Electric wiring	5	5	5
5. Fire doors and partitions	10	0	0
6. Exit lights and signs	5	5	5
C. Cleaning system			
1. Kind	5	1	1
2. Installation	5	5	5
3. Efficiency	10	5	5

D. Artificial lighting			
1. Gas and Electricity	5	0	0
2. Outlets and adjustments	5	2	1
3. Illumination	5	0	0
4. Method and fixtures	5	1	1
E. Electric service system			
1. Clock	5	3	5
2. Bell	5	5	5
3. Telephone	5	0	0
F. Water supply system			
1. Drinking	10	9	5
2. Washing	10	6	4
3. Bathing	5	5	5
4 Hot and cold	5	0	0
G. Toilet system			
1. Distribution	10	10	10
2. Fixtures	10	8	8
3. Adequacy and arrangement	10	8	4
4. Seclusion	5	2	2
5. Sanitation	15	3	3
H Mechanical service	10	10	10
IV. Class Rooms			
A. Location and connection	35	28	25
B. Construction and finish			
1. Size and number	25	25	20
2. Shape	15	12	10
3. Floor	10	10	3
4. Walls and ceiling	10	10	10
5. Doors	5	3	2
6. Closets	5	5	1
7. Blackboards	10	6	5
8. Bulletin Boards	5	2	0
9. Color scheme	10	3	3
C. Illumination			
1. Glass area	45	30	25
2. Windows	30	18	15
3. Shades	10	7	3
D. Cloakrooms and wardrobes	25	21	10
E. Equipment			
1. Seats and desks	35	10	10
2. Teacher's desk	10	10	10
3. Other equipment	5	4	3
V. Special Rooms			
A. Large rooms for general use			
1. Playroom	10	10	10
2. Auditorium	15	8	0
3. Library	10	4	0
4. Gymnasium	15	15	15
5. Swimming pool	5	5	5
6 Lunch room	10	10	10
B. Rooms for school officials			
1. Officers	10	8	10
2. Teachers' room	10	0	0
3. Medical suite	10	0	0
4 Janitor's room	5	5	2
C. Other special service rooms			
1. Household arts (Lab.)	20	15	20
2. Industrial arts (Lecture)	10	10	5
3. General science and drawing (Studio)	5	5	5
4. Store rooms	5	2	0
Totals	1000	681	597

*When credit is allowed for any single item not present and not needed, score appears in bold type.

In using the Strayer-Engelhardt score card experts have agreed upon the following general interpretation of total scores:

900—1,000=Highly satisfactory.
700— 900=Fairly satisfactory.
600— 700=Many things needed to make the building satisfactory.
500— 600=Highly unsatisfactory, but fit for use with changes.
0— 500=Unfit for use.

The total scores of the Alachua buildings are high because of the excellent site. Out of a possible 125 points, this site scored 120. The beautiful campus recalls Ian Maclaren's description of the school at Drumtochty, given in his "Beside the Bonnie Brier Bush": "Some one with the love of God in his heart had built it long ago, and chose a site for the bairns in the sweet pine-wood . . ."

C. Summary of Findings

SCHOOL GROUNDS

In Alachua the school buildings are situated on a high hill on the eastern outskirts of town, off the main route of travel, removed from the railroad and other possible disturbing factors. This gives a site which approaches very near to the ideal. The buildings are located on the summit of this hill which has a gradual slope in all directions. This gives ample drainage. The campus of 17 acres provides over 1,000 square feet of playground for each child enrolled. Standards only require 200. This allows expansion of the school plant for many years. Oak, pine and other native trees adorn the campus, furnishing plenty of shade. In this connection the committee did not give a perfect score on the grounds because some of the oak trees are less than twice their height from the buildings, thereby seriously interfering with the illumination. This is especially noticeable in the rooms occupied by the beginners and the third grade.

About 1905, five acres of ground were purchased for a school site, and a building (in this survey designated as the

old building) erected at a cost of about $7,000. Later an additional 12 acres were purchased for $1,200; and in 1917 the new school building was built at a cost of about $14,000.

The biennial report of the Superintendent of Public Instruction of the State of Florida for the two years ending June 30, 1922, gives the following valuation of the school plant at Alachua for the year 1920-21:

Lot	$2,500.00
Buildings	24,000.00
Teachers' desks	400.00
Pupils' desks	2,000.00
Laboratory apparatus	175.00
Library	600.00
Other property	1,000.00
Total	$30,675.00

The playground apparatus consist of the following: 2 horizontal bars, 3 swings, 2 teeter boards. They have 2 basketball courts.

The Smith-Hughes project plots are situated on the north side of the campus.

BUILDINGS

The school buildings at Alachua are well placed in regard to illumination of classrooms and the least exposure of entrances. The main entrance of the new building is on the south, while that of the old is on the west. The new building acts as a windbreak against the northwest wind for the entrance of the old building. This compensates for any bad effects due to the old building facing the west.

The old building is used for the elementary grades, beginners to the seventh, inclusive, and for the Smith-Hughes' department. The new building is used by the eighth grade and the high school.

Both buildings are of the rectangular type with no provision for future additions. The outer walls are made of brick and the interior of the buildings are wood. Both buildings are two stories in height and have no basement. Neither are fireproof. The roof of each building is slate or some similar composition and has a moderate pitch. The roof of the new building needs to be repaired. The foundations are in excellent condition.

The main entrances are too narrow. They are only 5 feet

in width, while the standards are 10 to 12. They are free from obstructions and have outward swinging doors, but are not equipped with panic bolts. The steps to the entrance are made of concrete, few in number and partially protected.

INTERNAL STRUCTURE

The stairways in neither building are fireproof. In the old building the janitor keeps his supplies in a closet under the steps. This is a fire risk because of the inflammable supplies stored there. The stairways have hand rails on balustrade only. The stairway in the new building, leading from the second floor to the landing is 5 feet in width, and the two runs, leading from the landing to the first floor are each 5 feet in width. In the old building there are two runs, each 4 feet in width, leading from the second floor to a landing, and then a single stairway 6 feet 7 inches in width, leading from this to the first floor. The risers are 6 inches in the old building, and 5½ in the new. The standards require all stairways to be fireproof. (6:13.) Handrails should be provided on both sides, and be turned into the walls at the ends. Two sets of rails on balustrade and wall should be provided to meet the needs of the varying sizes of children. Width 5 feet; 10 to 12 inch tread; 6 to 7 inch risers are the standard dimensions for stairways. They should be soundproof and well provided with natural and artificial lighting. The stairways in neither buildings are soundproof, and are very poorly lighted.

The corridors in both buildings give easy access to the classrooms. They are not fireproof. In the new building the corridors are 9 feet 6 inches in width on each floor. The narrowest point on the first floor is 5 feet 6 inches, on the second floor 4 feet. The narrow places are due to the projection of the stairways, and determines the width of the line that can pass these points in case of an emergency. In the old building the corridor on the first floor is 9 feet in width, and its narrowest point is 4 feet in width. The corridor on the second floor averages 7 feet 6 inches in width and is free from obstructions. The corridors have very limited natural illumination, especially on the second floors of both buildings where the ends of the corridors have been made into rooms. They have no artificial lighting.

The standards for corridors are: Easy access from stair-

ways to classrooms; fireproof; main corridors 10 feet wide, secondary 8 feet for elementary buildings and 12 feet for high schools; adequately lighted and free from obstructions. (6:14.)

CLASSROOMS

In the new building the rooms are fairly regular in size and shape. The classrooms are 22 feet wide, 32 feet long and 12 feet high. On the basis of pupil capacity, the average for the four classrooms is 23.3 square feet of floor space and 280 cubic feet of air space per pupil. On the basis of pupil enrollment this allows 38.1 square feet of floor space and 435 cubic feet of air space per pupil. On the basis of 40 pupils in a class this allows 17.6 square feet of floor space and 210 cubic feet of air space per pupil.

In the old building the classrooms are very irregular in size and shape. As a whole, the classrooms are rectangular in shape. On the basis of pupil capacity the average for the 8 classrooms is 18 square feet of floor space and 217 cubic feet of air space. On the basis of pupil enrollment this allows 20 square feet of floor space and 250 cubic feet of air space per pupil. On the basis of 40 pupils in a class this allows 16 square feet of floor space and 193 cubic feet of air space per pupil.

The standards (6:31.) for classrooms are 22-23 feet wide, 28-29 feet long, and 12 feet high; should allow not less than 15 square feet of floor space and 200 cubic feet air space per pupil. In large grade buildings one or two rooms may be larger and one or two smaller for special classes. High school rooms should vary with size of class in different subjects.

From the above data we see that both buildings could accommodate more pupils than the present enrollment. This allows expansion without necessitating more classrooms. By equipping the auditorium with tablet armchairs still more could be accommodated and use made of the entire plant for the whole day.

In the new building the ratio of the glass area to the floor area in the classrooms is 1:5 to 1:6. The windows are not grouped on one side of the room, and cross lighting is the result.

In the old building the ratio of the glass area to the floor

area is 1:4 to 1:10. Cross lighting results for the same reason as in the new building.

Comparing the new building with the standards, we find that it is a little low, while the old building is far below the standard. The standard is glass area 1-5 to 1-4 of floor area; windows grouped on the left side of room to prevent cross lighting. (6:34.)

The buildings are as a whole adequately equipped with hyloplate blackboard. In most instances in the old building they are placed too high from the floor. In some rooms this is partially remedied by the use of long box-like platforms upon which the pupils stand when working at the blackboards. In the old building there are very few book closets, and the wardrobe facilities are inadequate. There are two closets, and hooks have been placed in the corridors where the children can hang their wraps. The seats and desks are the individual, non-adjustable, fixed type.

TABLE OF THE EQUIPMENT FOUND IN THE ELEMENTARY GRADES.

Grades	Beg.	1	2	3	4	5	6	7	8
Bookcase	..	1	..	..	..	..	..	..	1
Bulletin board	..	..	..	..	..	..	..	..	..
Clock	..	1	1	..	..	1	..	1	1
Dictionary holder	..	..	..	..	..	..	..	..	..
Dictionary, large	..	..	..	..	..	..	..	..	..
Flag	..	1	..	..	..	..	..	..	1
Globe	..	..	..	1	..	..	1	..	..
Ink wells	..	..	..	..	1	..	..	..	..
Maps	..	..	..	..	1		1	1	..
Pencil sharpener	1	1	1	1	1	1	..	1	1
Phonograph	1	..	..	..	..	..	..	..	..
Pictures, framed	..	..	..	..	1	..	1	..	1
Pointers	1	..	1	..	..	..	..	1	..
Pupils' chairs	1	1	..	..	..	..	..	..	..
Sand table	1	..	..	1	..	..	..	..	..
Scissors	1	1	1	1	..	..	..	..	..
Set of measures	1	..	..	..	..	..	..	..	..
Supply cabinet	1	..	1	1	..	..	..	..	..
Table	1	..	..	..	..	..	..	..	..
Teacher's chair	1	1	1	1	1	1	1	1	1
Thermometer	..	..	..	..	..	..	..	..	..
Visitors' chairs	1	1	..	..	..	..	..	..	..
Waste basket	1	1	1	1	1	..	..	1	1
Window shades	1	..	1	1	½	..	1/5	1	1

1 is used as a symbol of adequacy.

Phonograph and part of other equipment circulated through class rooms.

The blackboards in the new building are about the right height. The book closet and wardrobe facilities are adequate. The majority of the seats are of the same type and kind as the old building.

The standard equipment requires an adequate amount of slate or ground glass blackboard, placed at the right height for the children using them; adequate book closet and cloak room facilities; individual, adjustable, movable seats and desks (6:33).

Each classroom is equipped with a regulation type of teacher's desk. The other classroom equipment is given in the table below. Standard elementary classroom should contain much of this equipment. (6:35.)

SPECIAL ROOMS

The auditorium is 23 feet wide, 45 feet long, and 24 feet high, except in the gallery, which is 12 feet high. The main entrance is from the corridor. The exit is on the opposite side from the main entrance. The auditorium is on the first floor. The entrance to the galley is on the second floor. A moving picture machine is installed in a fireproof booth in the gallery. The stage is well equipped. The auditorium is used twice a week for chapel services. The rest of the school hours it is in charge of the private music teacher. It is also used as the community center. By equipping the auditorium with tablet armchairs, as was stated before, it could be used as a study room and would release some of the present assembly room for other purposes. The auditorium is in the new building.

In the new building on the second floor the secondary corridor has been partitioned off and made into a room 10 feet wide by 26 feet long. This is used as a lecture room and a library. Although two window sashes placed high up in the above partition let in some light, the corridor does not have enough light. The library contains over 450 volumes. They are arranged upon wall shelves and in a bookcase. The rest of the equipment consisted of a table and a few chairs.

The principal's office is located on the second floor of the new building. The equipment consists of an office desk, a bench, and two chairs. In the closet of an adjoining room we found an Edison mimeograph, which is probably part of the office equipment.

On the first floor of the new building one of the classrooms is used as a lecture room and laboratory. The laboratory tables are placed at the back of the room. The closet has been converted into a storeroom and apparatus cabinet. The equipment is adequate for the courses offered.

In the old building a room is used as a lecture room and laboratory for the Smith-Hughes' course in agriculture. The equiupment is adequate. The work is of such a nature part of the time that it is a disturbing factor to the adjoining rooms.

SERVICE SYSTEMS

The buildings are heated by ordinary unjacketed stoves, which are in poor condition. The heating is very unsatisfactory and poorly distributed over the room. There is no special ventilating system.

TOILETS

In both buildings the toilet for boys is located on the first floor, while that for the girls is on the second. Since neither building is large, the number of toilets is sufficient, even though standards say there should be one toilet for each sex on each floor and preferably at opposite ends of the building. (6:30.)

All the fixtures are below standard. The seats are the closed type, with individual non-automatic flush. The urinals are enameled open troughs. The lavatories are regulation type. The toilet seats are in compartments without any doors. All seats are the same height and there is no provision made to meet the varying height of the children enrolled. The flushing system is uncertain in its action. The bowls are often clogged and overflow, causing the plastering to fall from the ceiling in the toilet directly underneath on the first floor, when the toilets on the second floor overflow. The supply of toilet paper is limited. No soap or towels are supplied.

In the new building the number of toilet seats and urinals is adequate and the distribution of the toilets is good. In the old building there is one toilet seat to each 50 boys and one toilet to each 50 girls. The standards (6:31.) for adequacy are:

Boys' toilet seats	1 for each 25 boys
Boys' urinals	1 for each 15 boys
Girls' toilet seats	1 for each 15 girls

A comparison of the above figures show that the adequacy for the boys is 50 per cent below standard, and that the adequacy for the girls is 70 per cent below standard.

There is very little seclusion. The sanitation is far from satisfactory. The lighting is insufficient and some of the window panes are broken, which make it possible to see into the toilets from a classroom. This condition exists in the girls' toilet on the second floor of the old building. The floors are made of ordinary flooring, which is now in bad condition. The walls and ceiling are plastered. Some of the ceiling has fallen. The walls are marked and scarred. The fixtures were unsanitary and unsightly; the floor was littered and very unsanitary at the times the committee inspected the toilets. Due to the foregoing reasons and insufficient janitorial service odors are transmitted into the corridors and classrooms.

WATER SUPPLY

The two fountains in the new building are adequate for the present enrollment in that building, while the two fountains in the old building is less than 50 per cent adequate for the enrollment of 300. In each building there is one fountain on each floor in the corridor just outside the toilets.

No facilities are provided for bathing. The athletes take their baths after practice at home.

FIRE PROTECTION

Neither of the buildings has protection against fire. In the corridor on the lower floor of the new building there is a water plug for attaching a water hose, but there is no hose. There are no hand fire extinguishers in either building.

The fire escape on the old building is made of wood and was built this year. The risers are about 13 inches. This makes it very difficult for one to descend without being percipitated headlong down the escape. It is not used in fire drill on this account.

The fire escape on the new building is iron. The platform is flush with the window ledges of the library windows. The platform is reached by climbing over an opera seat and then crawling through the window with the lower sash raised. The bottom of the window is 40 inches from the floor. The tread

and platform are made of flat bar iron with quite a space between the bars, making it risky for girls with high heel shoes to use the escape. The balustrade is supported by very weak posts fastened with small bolts. If a child should be pushed hard against the balustrade there is great danger that the bolts would shear off. The center rail of the balustrade is loose where it should fasten to the post at the platform. The principal reports having fire drills once a month. He does not use the fire escapes often in the drills, and keeps no record of date fire drills are held. By systematizing the movement of the lines he reduced the time of clearing the buildings of pupils from three minutes to one minute twenty seconds.

CLEANING SYSTEM

The buildings are cleaned by a student janitor, who is paid $32 per month for his services. He sweeps daily the 13 classrooms, 4 corridors, 4 toilets, library, and the principal's office. The auditorium is swept once a week. The floors were dirty and did not have the appearance of having been oiled very often. No sweeping compound is used. The dusting is done with a woolen duster. The floors have been much abused, especially in the old building. The soap and water method used in cleaning the floor has caused the floors to crack and splinter. In some places there are holes worn through the floor in the old building. It is impossible for anyone to keep such floors clean.

ELECTRIC SERVICE

The program clock is located in the corridor on the first floor of the new building. It is run by dry cell batteries. It is out of repair. A large gong is used for general signals. Fire drill signals are given with a whistle carried by the principal.

D. Summary of Recommendations

1. The roads leading to the school buildings should be repaired, as they are becoming gullied.

2. The shade trees, which are less than twice their height from the buildings, should be cut down, for they interfere with the illumination in the classrooms.

3. The school grounds should be beautified by planting flowers and shrubs.

4. Jacketed stoves should be installed in the classrooms. The Heatrola is recommended for the auditorium.

5. The toilets should be thoroly renovated and brought as near to the standards as possible. This would include tile or moisture-proof cement floors. The wainscot should be of a hard non-absorbent material, white and readily washable. Ceilings should be sound and odor proof, and white. The present urinals should be replaced by an adequate number of modern urinals varying in width and height to suit the ages of the children using them. Soap and paper towels should be provided. Light swinging doors should be provided for each seat to give seclusion. In the old building there should be installed 3 more toilet seats for the boys and 7 more for the girls. They should be the open type and should vary in height to suit the children using them. More lavatories are needed for the girls in the old building.

6. A full time, efficient janitor should be employed. In addition to his regular janitorial duties, he should be able to do such odd jobs as repairing desks, replacing broken window panes, repairing doors, etc. Such a janitor should be paid not less than $75 or $80 per month for his services. He should be employed the year round. This will be money well spent. Too great stress cannot be placed upon the upkeep of the school plant both from an economic and hygienic standpoint. Next to the principal of the school, the duties and opportunities of the janitor call for good judgment, initiative, and special knowledge almost as much as to do those of any teacher. (5:30-37.)

7. A teachers' rest room should be provided. (6:38.)

8. When new desks are bought, they should be the movable and adjustable type.

9. The principal's office should be equipped with a filing cabinet for the school records. (6:38.)

10. A part of the auditorium, at least, should be supplied with tablet armchairs or some of the desks from the classrooms moved in so that the auditorium may be used for a study hall. The music teacher could be moved to a smaller room.

11. The boxes should be dispensed with and the height of the blackboard changed according to the standards for the grades using them. A chalk and eraser trough, with an

open wire cover of ¼ of an inch mesh, with hinges or with an easily removable tray should be placed at the bottom of each blackboard. (6:33.)

12. New floors should be put in on top of the present ones and then these should be cleaned without using soap and water, and oiled. Sweeping compound is recommended. A dampened cloth should replace the woolen duster. (5:30-37 and 3:345-346.)

13. The walls and ceilings should be retinted to conform to the standards. (6:33.)

14. Some kind of artificial light should be provided on the stairways, in the corridors and in the classrooms on cloudy days. (6:29.)

15. The library room should not be used as a lecture room. It should be equipped with tables and chairs. Acceptable current magazines for boys and girls, as well as for teachers and other adults should be provided, and more books should be bought. (6:37.)

16. A special gong should be used in fire drills because the principal might be absent in case of an emergency. There should be at least one button on each floor for fire drill signals.

17. A partial list of the needed repairs: 13 broken or cracked window panes; loose seats need fastening; broken seats need repairing; window guards need fastening; glass broken out of transoms; a number of shades needed; picture of Lee needs protection by glass; fire escape on new building, and roof on same.

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CHAPTER IV

Organization and Administration

A. School Boards

1. The County Board of Public Instruction. The county board of public instruction in Alachua County, as in all other counties of this state, has been limited in accordance with the State law, to three members, elected every two years by the qualified voters of the county. The remuneration which the members of the county board receives depends upon the population of the county. In counties having a population of 37,000 to 40,000, the members of the county board receive a salary of $800.00 per year. (1:20-21.) The population of Alachua County was 31,305, as indicated by the United States census report for the year 1920. (2.) The members of the county board of public instruction in the county are paid $4.00 a day for each day that they are engaged in work and are allowed ten cents a mile for traveling expenses. At the head of the county board is the county superintendent of public instruction, who is also secretary to the board.

The duties of the county board of public instruction are set forth in detail in "The School Laws of the State of Florida. 1923," pages 22-30. The board is required by law to exercise certain supervisory duties over the schools within the county. The board disposes of all property, possessed or acquired by the county for school purposes. It selects and advises as to the location of schools in the county; audits and pays all accounts against the board of public instruction; and keeps an accurate account of the official acts. It is the duty of the county board to borrow money for school purposes, to hold regular meetings for the transaction of business, to convene in special session when necessary. To the board is intrusted the duty of studying the financial needs of each school and making out an annual budget for school purposes, stating the amount in mills on the dollar of taxable property in the county. (1:20-30.)

From conferences with the County Superintendent of Public Instruction of Alachua County many facts have been ascertained with reference to the work of the Board of Public Instruction of Alachua County. From the information gath-

ered it has been the chief work of the board to employ teachers; to audit all school accounts; to keep a record of all moneys received, and expended for educational purposes; to borrow money for school purposes; to study the county schools, their finances, and needs, and to make the annual budget based upon these findings. From the record book kept in the office of the Superintendent, it seems as if a very accurate account has been kept of the county finances.

It may be suggested that it would be worth while to have a record book indicating information such as the number of people in each community, the proportion of the races, sexes, adults and children. In this record may be kept the number of all children of school ages and the number that are actually in school. It is worth while, too, to keep an accurate account of all the official acts, proceedings, and decisions of the County Board of Public Instruction. At present there do not appear to be complete records of these matters, and for that reason it has not been easy to collect definite information concerning these facts. (3.) The state laws do not require all of these records.

2. The District or Local Board. Each county in the State of Florida constitutes a single unit in the educational system. The counties have been divided into districts, each depending upon the size and population of the county. In Alachua County there are 32 districts, each district having a local or district board consisting of three members. These members are selected every two years by the qualified voters of the district. All persons residing within the district who pay a tax on real or personal property are entitled to vote in these elections.

The duties exercised by the local or district board are, in a measure, similar to those of the county board. These duties are for the most part administrative and supervisory. The members of this board have general charge of the supervision of the schools within the district. They have the power to suggest and advise in matters of general interest and welfare. They are required under the state laws to have charge of and to make out an annual budget, stating the amount to be raised for teachers, buildings, equipment and for general purposes.

From an interview with a member of the Local Board in the town of Alachua it was learned that the board meets at no

regular intervals. Meetings are called from time to time as necessity requires. The board usually meets on Saturday afternoons, and the principal is sometimes invited to attend these meetings. There is no definite place of meeting, but on most occasions the board meets down town in a hardware store. The business transacted relates to the management of the school, the finances, and the making out of the annual budget. No other than brief and uncertain records are kept of the meetings. The management of the school is, in a large measure, subject to the recommendation of the Local Board. It may be suggested that it would be a wise policy to keep a record of the meetings, the acts and the proceedings, indicating in detail the actual business entered into and transacted.

B. The County Superintendent

At the head of the county educational system is the county superintendent of public instruction. He is selected every four years by the qualified voters of the county. The salary of the county superintendent depends upon the population of the county or upon the total annual receipts of the county (1:21-22). Some of his important duties are: To visit each school at least once during the term; to awaken interest in parents, guardians, and teachers; to keep a record of the schools; to decide upon questions and disputes submitted to him (1:38-39).

C. The Principal

The principal of a secondary or elementary school in the State of Florida is first nominated by the members of the local board and elected by the county board of public instruction. All public schools conducted within a special tax school district are under the direction and control of the county board of public instruction, and the superintendent of public instruction, subject to the rules and regulations prescribed in "The Schools Laws of the State of Florida." In districts where there are trustees they have the power to nominate, according to the state laws, all teachers and principals within the special districts.

The principal under the laws of this state is generally elected for one year only. He is nominated by the local board

and elected by the county board of public instruction. The duties of the principal are executive and supervisory. He issues every month a report to the county superintendent of public instruction, indicating the number of pupils in attendance, the delinquencies, and the general status of the school. He is supposed to keep a uniform system of records and reports; to send out from time to time report cards to the parents indicating the achievement of each pupil; to supervise classroom instruction; to give suggestions to teachers; to have charge of discipline; to hold teachers' meetings; to cooperate in community affairs; to assist in parent-teacher associations; to supervise and look after the school plant and equipment.

From the information ascertained and interviews held, it seems that the principal of the high school at Alachua is exercising in a most satisfactory manner these duties. In addition to these duties, he is teaching three periods a day, devoting almost one-third of his entire time to classroom instruction. (4.)

Teachers' meetings are held the last Thursday in each month. They are held after school hours. The business transacted relates to school activities, school problems, discipline, regulations, methods and classroom work. All matters relating to the school in any way are taken up and the teachers and principal cooperate in the work. (5.)

D. Relations of Boards, Superintendent, Principal and Teachers

The local board exercises duties similar to that of the county board of public instruction. It has power to suggest and to advise in matters of general interest and concern. The local board nominates the teachers and the principal, and assists the principal in selecting teachers. The election of the principal and the teachers rests with the county board of public instruction.

The county board of public instruction operates through the local board. Among the powers may be mentioned the following: To maintain and locate schools; to employ and contract with teachers; to keep an accurate account of all expenditures and money appropriated; to report to the state superintendent

of public instruction; to hold regular and special meetings; to borrow money, and to acquire land.

The county superintendent of public instruction is secretary of the county board of public instruction. He works in cooperation with the members of the county board, and the local board. He has general oversight of the principal and teachers.

The principal is chosen by the county board of public instruction, but is usually first nominated by the local or district board. He is directly responsible to the local board, and his chief duties are local in nature. The teachers are nominated by the local board and confirmed or elected by the county board. Both the principal and the teachers are requuired to sign a contract with the county board of public instruction.

E. Consolidation and Transportation

The economic forces in this district have had a great deal to do with the origin and development of consolidation. Education first began as a matter of local responsibility, each locality administering its own schools. With the changes in our economic life have come changes in our educational standards. The administration of the school is no longer a matter of local concern; it has assumed larger proportions. The depopulation and exodus from the rural sections have brought a large number of children into towns and cities, and more or less forced the setting up of organized, consolidated schools, with a wider curriculum. Where conditions have forced rural organizations to organize for production, protection or marketing, some form of consolidated school has been fostered at the same time, or has followed at an early date. The improvement of highways has had a far-reaching influence upon consolidation. The better the roads, the greater the area traveled, and the greater the number of pupils transported. (6:34-50.)

The shift in the change from local administration to county or district control has brought about very great changes in the education system within this district. Four years ago there were four separate communities, each maintaining its own school, and one year later the communities of Hague, Gracy, Haynesworth and Alachua were united into one district with the latter town as the center. Consolidation at that

time was tried as a matter of experiment, and there is no evidence to indicate that it has not been an overwhelming success. The boundaries of this district are indicated on the map in Chapter II. (See page 14.)

Within the past five years better roads have been constructed in the district and the rural sections are thus enabled to send pupils to the local school at Alachua. Six trucks are operated, carrying pupils to and from the adjacent communities within the district. Each truck has a capacity of 30 students. The communities represented are Hague, Haynesworth, Gracy and the Brown Settlement. There are two trucks traveling to and from Hague, a distance of six miles away, carrying 55 pupils; one truck to Haynesworth, east six miles, carrying 28 students; the third truck follows the main line of the Dixie Highway to Gracy, a distance of six miles, and brings 28 pupils; the fifth truck goes northwest for about six miles over an improved country road and transports 30 students; the sixth truck goes into the Brown Settlement over a fair country road 7 miles, and transports 30 students. (See map, page 14.) The entire number transported is 187.

The trucks leave the school grounds at 7:30 A. M. and return at 8:30 A. M. In the afternoon they leave at 4:15, and return at 5:15. The trucks are stored in a garage in the town of Alachua when school is over. During the school term they are left on the local school grounds. These trucks are driven by two students and four other white men. The students are 18 years of age and receive a salary of $10.00 per month. The four men drivers receive a salary of $25.00 per month each.

No rules have been established for the truck drivers to observe other than to drive carefully. Places of danger, such as railway crossings, are approached with care, and so far there have been no accidents from wrecks of any kind. In time of rain and stormy weather the trucks drive off the highways to the homes of the students.

About three miles from the town of Alachua is the community of Perseverence. It has been invited several times to consolidate with the other communities, but they have so far declined to be united. Nine miles to the northeast is the Spring Hill School, and, because of the long distance and the bad conditions of the roads, it, too, has remained isolated.

(See map, page 14.) It maintains a small school with an enrollment of 19 pupils.

The cost of transportation is very small in proportion to the service rendered. (3.) The approximate actual cost per month may be stated briefly:

4 trucks; salary of driver $25.00 each	$100.00
2 trucks; salary of driver $10.00 each	20.00
Gasoline and oil about $3.00 per day	90.00
Total cost per month	$210.00
Cost per pupil per month	1.12

Recommendations: There should be formulated some rules for the drivers in order to guarantee safety. No pupils should be permitted to stand on the trucks while in motion. The steps of several of the trucks are in need of repairs, and the curtains need mending. It would be advisable to have built on the local grounds a building to house the trucks.

F. School Finance

The tax evaluation of school property in this district is $751,870. This includes property of all kinds. A ten-mill tax was voted in this district three years ago and also a school bond tax of five mills. Three years ago there was a three-mill tax until the communities were consolidated, and then it was raised to ten.

In order to appreciate the per capita cost in the elementary and in the high school it is necessary to take into consideration a few facts and figures gathered from the office of the County Superintendent of Public Instruction. These figures are as follows:

ALACHUA SCHOOL, TERM OF 1922-23

Apparatus	$52.55	Special Fund
Repairs	107.36	" "
Fuel	35.50	" "
Incidentals	734.97	" "
Transportation	445.80	" "
Transportation	3,107.38	General Fund
Principal of both grammar and high school	1,800.00	$750.00 of this amount from District Fund, and $1,050.00 from General Fund.
Total running expenses for both grammar and high school	$6,283.56	

Enrollment of entire school	400
Enrollment of high school	72
Enrollment of grammar school	328

The total running expenses of both schools, the elementary and the high, amounted to $6,283.56 for the school year 1922-23. This amount divided by 400, the number of pupils attending school, gives the per capita cost based on enrollment. This cost amounts to $15.71 per pupil.

There are three teachers employed in the high school receiving the following salaries. (3.):

The first receives	$1,000.00
The second receives	720.00
The third	720.00
	$2,440.00

This total, $2,440, divided by 72, the number of pupils in the high school, gives $33.89. This amount added to $15.71, the running expense per pupil, gives a total of $49.60, the per capita cost for each high school pupil enrolled.

There are eight grade teachers, each receiving $600 per year. This represents a total of $4,800. One receives $680. This makes a total of $5,480. This amount, divided by 328, the number of pupils enrolled in elementary school, equals $16.70. The running expense of $15.71, added to this, gives a total of $31.40, which represents the per capita cost of each elementary pupil enrolled.

Data are not available for comparing Alachua with other Florida towns of similar size and resources. The Alachua school represents the average consolidated school in this section of Florida.

G. Instructional Records

1. Findings

The committee on investigating the Alachua school in regard to records and reports found the following were used:

1. Monthly report cards of pupils.
2. Annual reports for the elementary grades.
3. Annual reports for the high school.
4. Daily report of absentees and tardiness.

The monthly report cards are little folders about six by six inches, which are given to the pupils each month by the teacher. These cards have vertically across the page a list of all the subjects taught in the elementary

grades, and horizontally across the page a place for the grade made each month. Still farther out to the right is a place for the first and second semester examinations, examination average, and general average. On the same side of the card is provided a place for the promotion of the pupil. On the opposite side of this card is provided a place for the signature of the parent for each month, followed by some suggestions to the parents soliciting their support and cooperation. There is also provided a space for the name of the school and signature of the teacher. This card is to be preserved for future reference and presentation to the pupil's instructor for the next grade.

The annual report for the elementary grade is similar to the one described above, only it is kept on file, one in the principal's office and the other in the office of the county superintendent.

The sheet for the daily report of absentees is a sheet of ruled paper providing places for the names of the pupils vertically across the sheet; and to the right of each pupil's name is a place for all the different classes of which he is a member, and also a place for the checking of each assembly during the day. Each teacher and truck driver is provided with one of these sheets. These are carefully kept by the teachers and truck drivers, and turned in to the principal at the end of each day, with a "T" for each tardy and an "A" for each absence checked in the proper place, whether it be a class or an assembly.

This sheet is very commendable in that any pupil can be located at any period during the day, and, too, it makes it possible for the principal to attend to any cases needing investigation by him.

The annual report for the high school pupils is a large folder fourteen by ten inches. Vertically across the folder is listed all the courses offered in the high school, fourteen in all. Opposite each subject, out to the right, horizontally across the sheet, is marked off places for class average, examination average, general average, and the number of credits each course offers towards graduation. There is a place on the same card for the entire four years of high school work, and what credits the

pupil may have from any other high school. This card serves almost the same purpose as a diploma, only it is better, in that the parent, instructor, and pupil may know just what progress is being made by the pupil from year to year. On the same side of the sheet at the foot of the page is provided a place for the name of the pupil, place of birth, parent, parent's address, date pupil entered school, when quit school, when reentered, and when graduated. About the middle of this page is provided a place for general deportment for each of the four years of high school work, and what other remarks the principal may see fit to make.

This seems to be a complete record of the pupil during his high school career. The accomplishments of each successive year are kept in the principal's office, so that it is possible to check up on the pupil at any time. It seems that this would have a great tendency to encourage the pupil to do better work in order that his standing in the school will be as good as possible.

All of the cards enumerated and described above are printed by the Pepper Printing Company, Gainesville, Florida.

Each teacher has a teacher's register, furnished by the State, in which is kept the daily attendance of the pupils of all the grades. However, these are used State-wide and are not peculiar to this particular school.

2. Purpose of Records

Before recommending what records and reports should be adopted and used by the Alachua school, it might be well to offer some of the purposes for which records and reports are kept. These aims and purposes are taken mainly from Finney & Schafer's "Administration of Village and Consolidated Schools". (7: Chap. 15.)

The immediate purpose of records is to keep permanent account of data that teachers, school officers, pupils, or patrons may at any time need or care to know. Numerous occasions arise when it is desirable or even necessary to refer to a pupil's scholarship record.

The immediate purpose of records is the traditional one, and beyond this purpose too few persons, even edu-

cators, ever think. But there is another purpose, and that is to render data available for educational science. So necessary are records for all schools that the United States Bureau of Education has issued a report on this subject alone. (3.)

Another purpose might be designated the intermediate, to signify their use by county, State and federal government in tabulating statistical data for the guidance of governmental instruction, or administration. The main point is that school records imply a great cloud of witnesses; and with this in mind it will seem far more significant and far less irksome to teachers and superintendents alike. (7:194.)

3. Recommendations

While realizing that a small school system like the one found at Alachua would not be expected to have the equipment of a large system, we recommend that the following, so far as may be possible, be adopted:

1. A form for reporting detention after school. Teachers who appreciate the careful parent's point of view will see the need for this blank. Many children have begun wrong courses by getting into mischief when their parents supposed they were staying in after school. These blanks should not be kept where the pupils could get them. The necessity for regular forms made for this purpose is obvious, for the simple fact that if only a slip of paper is used, the pupil may forge one.

2. A registration card, which should have a place for the name, address, school, date of birth, place of birth, sex, parents' name and address, nationality, occupation of father, and age of child at last birthday. This is all important in securing the attendance of all the children within the district. This card is to be filled out by the parent or guardian and returned to the principal. It is known as the "registration card." One card should be had for every child living within the district.

3. A health record, providing for the data resulting from a physical examination of each pupil. This card has a place for the child's and parent's name, nationality, address, date of examination, grade, height, weight, list

of diseases, and treatments the child may have had, and is very important in caring for the health of the pupils. No school should attempt to get along without them, for no child that is in poor health can do satisfactory work. This card is known as the "physical record of the pupils."

4. Following the above record should be a notification card, which should contain a similar list of diseases, and each one that the child is found to have had checked; along with the ones that the pupil may chance to have at the time of the examination, and recommendations for treatment in all cases where it is necessary.

5. The principal should keep regular application blanks which each teacher should be required to fill out on making application for a position in the Alachua school. This will furnish the principal data which he should know concerning each teacher under his supervision, as regards morals, professional record, etc.

6. The principal should have a regular score card for scoring his teachers, providing a place for:

a. Personality.
b. Scholarship.
c. Method.
d. Pupil reaction.
e. Room condition.
f. Counteracting factors.

These main headings are subdivided into from three to seven subheadings, with a score for each; the total score, or the perfect teacher rating, one hundred per cent. This would be an invaluable asset to the principal in getting the best of work and cooperation from his teachers. They know that a permanent record is kept from day to day of their work, and that it is likely to affect their salary the following year.

7. The principal is supplied with no files whatever. We noticed that he was very much confused in getting together the data for us. The county should furnish him with a complete set of catalogue files, and also files for miscellaneous purposes. If the board will not furnish them, it would be an easy matter for the manual arts department to make them, and would furnish good work for this department.

All the equipment recommended above, with the exception of the files, may be obtained from C. F. Williams & Son, listed in the bibliography at the end of this chapter. (9.)

H. CURRICULA.

Obviously the curriculum is the most important consideration in the school system. It is the skeleton upon which is built the entire school regime. Upon a properly constructed course of study depends, in a large measure, the success or failure of the school to hold its pupils. A new age needs new curricula. It is absurd to suppose the subjects studied by our grandfathers are sufficient to meet the needs of modern children. Yet we see just this thing in many of our schools, of which Alachua is no exception. The course of study prescribed by Florida State law is used in Alachua. The eternal three "R's" are given a prominent place, and comparatively little time is spent on the newer subjects.

1. The Elementary School

The following table gives the curriculum for the Alachua elementary school. The figures refer to the number of minutes a week the subject is taught:

TABLE OF ELEMENTARY SCHOOL CURRICULUM

Grade	Begin	One	Two	Three	Four	Five	Six	Seven	Eight	Total
Reading	250	175	300	200	175	150	90	150	75	1565
Writing	75	100	75	50	75	125	125	75	75	775
Arithmetic	150	150	200	250	225	225	225	225	225	1875
Language	.....	.....	.....	100	225	150	150	225	150	1000
Phonics	150	150	100	75	.....	.....	.....	.....	.....	475
Spelling	.....	.....	100	100	75	150	150	75	90	740
History	.....	.....	.....	.....	.....	150	150	225	90	615
Geography	.....	.....	.....	90	225	225	225	150	.....	915
Civics	.....	.....	.....	.....	.....	.....	.....	.....	150	150
Hygiene	.....	.....	.....	60	75	.....	60	.....	.....	195
Physiology	.....	.....	.....	.....	.....	.....	.....	.....	60	60
			(Alternating)							
Nature Study	150	90	100	60	.....	.....	.....	.....	.....	340
			(Alternating)							
Agriculture	.....	.....	.....	.....	.....	.....	.....	.....	150	150
Music	125	100	.....	.....	.....	.....	.....	.....	.....	225
Drawing	150	135	150	150	.....	.....	.....	.....	.....	585
Study Period	.....	100	100	50	275	300	375	300	300	1800

The subjects in this table are divided into major and minor subjects. The major subjects are required by the Florida State law, while the minor subjects may be required by the local authorities. (10.)

Major Subjects (Required by Law)	Minor Subjects (May be Required)
1—Reading	1—Phonics
2—Arithmetic	2—Hygiene
3—Grammar (Language)	3—Nature Study
4—Spelling	4—Music
5—History	5—Drawing
6—Geography	6—Physical Culture
7—Civics	7—Manual Training
8—Physiology	8—Home Economics
9—Agriculture	
10—Writing	

The Alachua elementary school curriculum complies with the law, as can be seen by a comparison of the two above tables. In the opinion of this committee, the following changes should be made in the Alachua curriculum in order to have it meet, in a more efficient way, the needs of the school child of today:

1. By the common consent of the community, children should be admitted to the first grade during the first two weeks of each semester only. Thus the "beginner's class" could be done away with.

2. The time devoted to the study of arithmetic should be decreased. It can be seen from the table that 1,875 minutes a week are spent on arithmetic in the elementary school, or more than the combined time spent on history, civics, the sciences and music. While an important subject, arithmetic does not require this much attention.

3. Civics should be introduced in the seventh grade along with the study of history.

4. Music should be given at least once a week to the entire school.

5. Supplementary reading of good literature should be encouraged in grades seven and eight by giving credit on book reports.

6. Nature study and hygiene should be taught in the eight grades, as outlined in the "Florida State Course of Study."*

7. Manual training and home economics should be given for two two-hour periods a week, to the seventh and eighth grades.

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*This was written before the new Course of Study for the Elementary Schools of Florida was published.

2. The High School

It is quite impossible for a small high school to offer an extensive program of electives. Therefore, the following table, taken from the "Program of Studies for Florida High Schools," should be considered with this thought in mind (11).

PROGRAM OF STUDIES FOR THE FOUR-YEAR HIGH SCHOOL

NINTH GRADE

Required:
1. English
2. Mathematics

Two to be chosen:
1 Social Study
2. General Science
3. Foreign Language
4. Practical Arts
5. Fine Arts

TENTH GRADE

Required:
1. English
2. Social Study

Two to be chosen:
1. Biology
2. Foreign Language
3. Mathematics
4. Practical Arts
5. Fine Arts

ELEVENTH GRADE

Required:
1. English

Three to be chosen:
1. Social Study
2. Chemistry, Physics or Biology
3. Foreign Language
4. Mathematics
5. Practical Arts
6. Fine Arts
7. Teacher Training

TWELFTH GRADE

Required:
1. English

Three to be chosen:
1. Social Study
2. Physics or Chemistry
3. Foreign Language
4. Mathematics
5. Practical Arts
6. Fine Arts
7. Teacher Training

Required of all pupils:
1. Four units of English.
2. One unit of Mathematics.
3. Two units of the Social Studies, at least one of which shall be American History and Civics.
4. One unit of Science (either General Science in the ninth, or Biology in the tenth or eleventh grades).
5. One unit of Home Economics (girls)—after July 1, 1924.
6. One unit of Physical Education, which work should be distributed over two years at least, and preferably over four.

With this program, the State program for Florida high schools, let us look over the Alachua high school curriculum.

ALACHUA HIGH SCHOOL CURRICULUM

NINTH GRADE

Required:
1. English
2. Algebra.

Two to be chosen:
1. General Science
2. History (Ancient)
3. Agriculture (Smith-Hughes)
4. Beginning Latin

TENTH GRADE

Required:
1. English
2. History (General European)

Two to be chosen:
1. Biology
2. Caesar
3. Agriculture
4. History

Eleventh Grade	Twelfth Grade
Required:	Required:
1. English	1. English
Three to be chosen:	Three to be chosen:
1. Physics	1. Commercial Arithmetic
2. History (General European)	2. Psychology and Sociology
3. Psychology and Sociology	3. American History
4. Cicero	

Chapel twice a week, and Physical Education three times a week.

Taking into consideration the size of the school and the community of Alachua, we think this curriculum is quite praiseworthy. To be ideal, there should be given courses in music and art—the things that enable one to make a more worthy use of leisure time. There is a private piano instructor, who gives lessons in the high school auditorium, but this kind of school music instruction reaches only a small number of pupils. It does not take the place of public school music.

The Smith-Hughes work is only in its infancy at Alachua. There is one course given in plant production. However, next year plans are being made to enlarge the scope of the work and to enroll many more pupils. The Smith-Hughes agricultural work is a fine thing to have in any community of agricultural interests. Not only does the instructor train the coming farmer in the most economic and scientific methods of growing, but he is also able to save the community quite a sum of money in the buying and regulating of farm products.

The test of the efficiency of a school curricula is its holding power. Does it hold the interest of the pupil? Does it meet his needs? Does it keep him in school? We have the following figures from Alachua high school in answer to these quuestions.

1919—40 enrolled; 1923, 13 graduated—all girls.

1920—39 enrolled; 1924, 9 graduated—6 girls, 3 boys.

This shows that, deducting the average rate of failures, Alachua is holding about the normal number of students—25 per cent. However, it is abnormal to have such a low percentage of male graduates, even for an agricultural community. This seems to indicate that the curriculum is deficient in its holding power for boys. We are hoping that in the future the new Smith-Hughes work will succeed in holding more of the boys.

I. Bibliography

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CHAPTER V

The Teachers

A. Selection.

Under the statutes of the State of Florida, the duty of selecting teachers falls largely upon the local board of trustees who make their recommendations to the county board of education.

We find in this particular school that the local board of trustees worked in harmony with the county board and with Teachers College of the University of Florida in securing the present principal, and upon the selection of the present principal, he was given through the local board a wide margin in the selection of the teachers who were to work with him.

B. Qualifications, Tenure and Salary.

For the qualifications, tenure and salary of teachers, see Table I.

From this table we desire to call attention to the following facts, which are well worthy of note:

First, all teachers employed in the high school hold degrees from standard colleges, except number 4, who has a normal diploma. In addition all, except number 3, have supplemented their training by attending summer schools. Number 3 is teaching her first year.

Second, all the grade teachers are graduates from standard high schools, and in addition to this, they have pursued regular courses in various summer schools of the South, namely: Ashville, North Carolina; Nashville, Tennessee; Gainesville and Tallahassee, Florida.

Third, the teachers of the primary department are especially well-equipped for their work. All are high school graduates with one exception. They have increased their efficiency through practical experience, and by acquainting themselves with the most modern and best primary methods administered by capable instructors in summer schools.

We find after a thorough investigation that the salaries in this school compare favorably to salaries paid in other schools of the same type throughout this section of the State.

TABLE I. TEACHERS—QUALIFICATIONS, TENURE AND SALARY

Number	Sex	Grade	Salary per Month	Certificate	Experience, Years	Tenure in Alachua	Highest Grade Completed	Summer Schools Attended	Years in College	Other Schooling	Degree	College
1	M.	Prin.	$200	Grad. S.	8	2	12	2	4	.....	B.S.	U. of Fla.
2	F.	H.S.	100	Grad. S.	5	3	12	3	4	.....	B.S.	Fla. S. C. W.
3	F.	H.S.	100	Grad. S.	1	1	12	.....	4	.....	A.B.	Fla. S. C. W.
4	M.	H.S.	100	Prof. 1st Specials	21	1	12	4	3	U. of Ga.	Normal Diploma	U. of Fla.
5	F.	8	75	Grade 2	8	6	12	4	3	Southern	.....	.....
6	F.	7	75	Grade 1	2	1	12	2	.....	.....	.....	.....
7	F.	6	75	Grade 2	2	1	12	2	.....	.....	.....	.....
8	F.	5	75	Grade 2	3	1	12	2	.....	.....	.....	.....
9	F.	4	75	Grade 2	2	1	12	2	.....	.....	.....	.....
10	F.	3	75	Grade 2	2	1	12	2	.....	.....	.....	.....
11	F.	2	75	Grade 2	4	1	12	2	.....	.....	.....	.....
12	F.	1	75	Grade 3	12	5	9	5	.....	.....	.....	.....
13	F.	Prim. Direct.	100	Pri. State	9	3	12	8	3	Meridian	.....	.....

C. Summary of Findings, and Recommendations.

We find that the problem of the selection and the employment of a full corps of teachers for a school of this size is not a small matter. Many disturbing factors enter other than certification, qualification and personality. Due regard for the best interest of the school and of the community requires those in authority to retain the most efficient teachers, adding new teachers to fill vacancies when then occur. This policy insures a working body at all times. The problem of organization, administration and supervision is made more simple. Since the success of the school depends primarily upon the vision, tact, executive ability and the capacity for constructive leadership of the principal, justice demands that he be vested with the authority to select his teachers. Too often teachers hold positions as a result of financial, social or political prestige without due regard for educational or teaching ability. With this fact in view, we recommend that the principal be given the authority to select and employ his own teaching staff.

Statistics show that more than fifty per cent of the principals transfer from one school to another every year. The other fifty per cent has a tenure in one position that rarely exceeds five years. The few that exceed this tenure are the exceptions and can be counted on the fingers of one hand. (4:28.)

Expert opinion gives three years as a minimum tenure required for a principal to plan, inaugurate, and work out his program for the development of his school. The principal cannot learn and know his community in less time than this.

This school has been rather fortunate in retaining not only the principal but also a number of the teachers. The principal who preceded the present principal had a tenure of three years. The present principal remained only two years. We recommend a tenure of at least five years.

We also recommend that the county superintendent mail all warrants to the principal for distribution to the respective teachers.

D. Bibliography.

The bibliography for this chapter is placed at the close of chapter VI.

CHAPTER VI

Supervision of Classroom Instruction

A. Value and Need of Supervision.

Supervision is the most overworked word in the school dictionary. Too often what principals call supervision is not supervision at all but merely visitation or inspection. Some one has pithily said that we have snoopervision instead of supervision, and John Dewey has fittingly said that it consists of too much super and too little vision.

When compared with administrative organization, and social duties, it far out-ranks them all in importance. With our present facilities for training teachers we cannot hope to do more than train a few men and women for educational leadership. The majority of Florida teachers come to their positions with a limited amount of educational and professional training. And in comparison with other great nations of the world, we are the least efficient educationally. A military strategist takes the soldier in the raw and soon in service develops him into a thoroughly and efficient fighting machine. In the public school work as well as in other lines of human effort where an end is reached by the combined labor of many, there is need of a co-ordinating and evaluating agency with a vision of the completed whole. There is a need of supervision. The class-room teachers of the United States are not professionally trained. Four-fifths of our teachers have had schooling less than two years beyond the high school; one-fourth have not completed a two-year high school course. In 1921-22 there were employed in Florida 58, 45 white teachers. Fifty-two per cent held second grade, third grade, or temporary certificates. In 251 one-, two-, and three-teacher schools seventy-five per cent of the teachers held second and third grade certificates; in the one-teacher schools, eighty-six per cent; and in the 32 four- to ten-teacher schools fifty-one per cent held the same grade of certificate. Certification facts just given furnish a measure of our teachers' preparation for their work. (4:15-19.)

In village and city schools there is more care given to this important phase of school management. However, in many cases the principal is little more than a teaching principal.

In 1921-22, Dr. Fulk of Teachers College at the University of Florida sent a questionnaire to the principals throughout the state, asking each to state definitely the number of classes each taught daily and the actual time each gave to supervision. Ninety-six per cent of these principals were merely teaching principals. 118 of these principals gave only ten per cent of their time to supervision, 12 gave less than twenty per cent while the other 20 gave from twenty to fifty per cent of their time to supervision. Only six principals did no teaching. (4:20-21.)

Self-supervision was the earliest form of supervision of teachers, and it is still the most prevalent form. The supervisor who is most effective now is the one whose visits, suggestions, and conferences lead the teacher to be consciously critical of her own efforts. Realization of the ends of supervision of instruction must awaken hope and aspiration in the teacher and not develop a low species of cunning and calculation. As teaching preceded supervision, so self-supervision must still be a part of the reaction to the teacher of her own work. Constant steady effort cannot be aroused except by a spiritual appeal. Measurement to be valuable must have sincerity of desire and purpose on which to base itself. Still better is it, if the supervisor can discuss and elaborate the standard of reuirements with his teachers. The belief that being a trained teacher you need no supervision has received many hard knocks, but they have not been frequent enough nor hard enough to make us realize that the theory learned in the normal school needs to be specifically shown what is expected to be the form of the practice of the school room.

The teachers have the following catalog of rights:

1. The right to know on what merits, excellencies, or faults her work is to be appraised or judged.

2. The right to a difference of opinion, but must support it by reference to competent authority or by unquestioned excellent results of the variant practice.

3. The right to know what is the opinion of the supervisor concerning the work observed.

4. The right to expect a suggestion for improvement of the method condemned in practice.

5. The right to know when the supervisor is coming to observe her work.

6. A right to conferences with the supervisor both before and after supervision.

7. A right to ask for a second trial for any work pronounced unsatisfactory if she feels that the circumstances were not favorable to the best effort.

8. The supervisor should use tact and skill in her visitations to the younger teachers. If supervision brings help and resource, fear and nervousness will easily pass into gladness to see the helpful friend.

9. The right to expect all her teaching to be seen and valuated when the composite judgment of her work is to be fixed.

10. The young or beginning teacher has a right to help, advice, counsel and suggestion before supervision so as to avoid criticism after supervision.

11. The teacher has a right to expect allowances to be made to the fact that no teacher can be a specialist in every subject.

12. She has a right to be treated with respect and consideration before her class.

B. Supervision by the Principal.

We have shown above that the principals of many schools throughout the state carry a large teaching load. In this school the principal carries a large share of the teaching load, and since he is paid twice as much as anyone of his teachers, it is rather a poor economic policy to make of him a mere class-room teacher. He devotes his talent and knowledge as well as his energy to a very small number, and denies to the others the benefit of his professional training. In addition to this, much of the principal's time is given over to office work, making up reports and records which could be kept just as efficiently by a stenographer at a greatly reduced cost. The principal is employed as an expert and is expected to guard carefully the best interests of the school. This practice defeats the very plan for which he is employed. No great business enterprise would tolerate a policy of this kind. The time has arrived when it is necessary to enlist the very best economic idea in our school policies. The principal can-

not render his best service to society and to his school by being reduced to a desk-clerk and a class-room teacher.

The principal planned originally to devote fifty per cent of his time to class-room suprvision, but conditions over which he had no control compelled him to give not more than fifteen per cent of his time to supervision. The principal teaches seventeen class periods each week. No supervision is exercised by any special teachers except the principal and the primary director.

C. SUPERVISION BY PRIMARY DIRECTOR.

The primary department, which includes the first three grades, is under the supervision of a director who devotes one-half of her time in planning, outlining and correlating the work of these grades. She supplements her supervisory program with regular teachers' meetings in her department.

D. TEACHER RATING.

In evaluating the work of this school we used the F. C. Landsittel quantitative score card, a copy of which with key is given on pages 55-56. (3:209-210.) The rating of the respective teachers on this possible score is given in Table II, page 56. The evaluating of these teachers by the committee is more or less arbitrary due to the limited amount of time in which the work had to be completed. However, we wish to comment the uniform courtesy and receptive attitude of the principal and teachers. In the rating of teachers there has been no arbitrary standard of excellenct evolved. Hence it is rather a difficult task to grade teaching quality.

E. RECOMMENDATIONS.

(1) That as a further aid to supervision the teachers in this school build up a professional library, equipping the same with contributions from the private collections of the respective teachers, and from such other sources as are available.

(2) That regular meeting for round-table discussions of teacher problems be instituted bi-weekly; that some definite phase of school-work be instituted and followed up throughout the entire term.

(3) That this evaluating card be used by the principal throughout the year in scoring his teachers.

(4) That in this school the term be lengthened to nine months.

(5) That the principal be not required to teach more than two classes each day, so that he can give more time to classroom supervision.

SUPERVISOR'S SCORE CARD.

Devised by F. C. Landsittel

....

Name of Teacher School Location

.....

Subjects and Grades

Date.....Time of Visitation: Beginning.....End.....

PERSONALITY 250

1. Appearance .....(30).....
2. Poise .....(35).....
3. Health, animation (35).....
4. Judicial sense.....(35).....
5. Moral-social and religious interests (35).....
6. Professional spirit (35).....
7. Aggressiveness, initiative .....(45).....

II. SCHOLARSHIP 220

1. General .....(45).....
2. Special .....(35).....
3. Professional training .....(50).....
4. Command of English .....(45).....
5. Scholastic ideals ..(45).....

III. METHOD 205

1. Selection and organization of subject matter .....(45).....
2. Skill and judgment in questioning .....(35).....
3. Facility in exposition .....(30).....
4. Mental concentration .....(30).....
5. Conclusiveness, thoroness .....(20).....
6. Economy .....(20).....
7. Assignment .....(25).....

IV. PUPIL REACTION 220

1. Command of subject matter .....(40).....
2. Completeness and correctness of expression .....(30).....
3. Using knowledge..(30).....
4. Tastes and appreciations .....(25).....
5. Democratic self-control, initiative (45).....
6. Spirit in inquiry and endeavor.....(30).....
7. Special skills.....(20).....

V. ROOM CONDITIONS 105

1. Arrangement, order .....(25).....
2. Attractiveness ....(30).....
3. Controllable hygienic factors.....(50).....

*VI. COUNTERACTING FACTORS 100

1. Unfavorable social environment .....(15).....
2. Depressing professional relations (15).....
3. Deleterious hygienic or affective conditions .....(25).....
4. Temporary physical disability.....(20).....
5. Inferiority of pupils .....(25).....

.....

Total score.....

Perfect score 1000

*Section VI seeks to correct error arising from handicaps against which the teacher may be working.

DEFINITIVE TERMS.

Explanation of terms used in Supervisor's Score Card. (3:210.)

I. 1. Personal attractiveness, cleanliness, neatness, dress.
2. Posture, dignity, grace, self-command, composure.
3. Physical vigor, wholesomeness, buoyancy, hygienity.
4. Rational behavior, freedom from impulsiveness and irascibility.
5. Moral character, spirit of reverence, tendency toward social service.
6. Temperament, attitude toward pupils, co-operative tendencies, open-midnedness.
7. Driving power, incisiveness, inventiveness.

II. 1. Command of subject-matter, stock of general information, breadth, acquaintance with current happenings.
2. Specialized scholarship, adaptedness to position.
3. Special studies in education and training in teaching, experience under competent supervision.
4. Clearness, fluency, accuracy.
5. Scholarship standards, conception of educational aims and values.

III. 1. Adaptation, sequence, correlation, rational procedure.
2. Speed, manner, form of questions, treatment of answers.
3. Illustration, analysis or synthesis, use of devices.
4. Motivation, attention, cooperation, suggestion.
5. Effectiveness, finish, definiteness and sufficiency of modification in pupils.
6. Absence of non-essentials, completeness of utilization of time.
7. Time, adequacy, definitenes, clearness, motivation.

IV. 1. Command and evaluation of knowledge materials, sensing meaning, reflective thinking, success in reaching independent conclusions.
2. Habits of response, use of language, quality of written work, respect for proprieties in discussion.
3. Application of knowledge to life situations.
4. Refined permanent interests, ideals.
5. Responsiveness to social demands, social habits.
6. Alertness, concentration, self-activity, relevant questions, criticism.
7. Study, reading, speaking, writing, handicrafts, fine arts.

V. 1. Seating of pupils, convenience of furniture and equipment.
2. Interior furnishings, decorations.
3. Cleanliness, light, temperature, ventilation.

VI. 1. Low standards of life in community, bad home conditions.
2. Poor supervision, annoying colleagues, insufficient salary, poor equipment.
3. Unfit schoolroom, bad weather conditions, distractions.
4. Indisposition, exhaustion, personal injury.
5. Subnormality, poor previous teaching, under-nourishment, insufficiency or unfitness of clothing.

TABLE II. Rating of Teachers—Landsittel's Score Card

	Personality	Scholarship	Methods	Pupil Reaction	Room Conditions	Counteracting Factors	Total
Perfect score	250	220	205	220	105	100	1000
Prin.	240	200	190	200	75	.....	905
H. S. Tea.	225	175	175	150	75	.....	800
H. S. Tea.	200	160	150	150	75	.....	735
H. S. Tea.	240	200	190	175	75	.....	880
8th G.	225	190	190	175	90	.....	870
7th G.	220	150	140	150	50	50	760
6th G.	225	150	180	175	90	.....	820
5th G.	240	150	180	175	75	.....	820
4th G.	225	150	175	180	85	.....	815
3rd G.	225	150	180	190	90	.....	835
2nd G.	230	150	175	175	90	.....	820
1st G.	225	160	180	150	50	50	815
Primary	240	200	190	200	75	25	930

Note.—Figures in double lines represent perfect score.

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CHAPTER VII

The Pupils

A. Progress Thru the School.

1. SCHOOL POPULATION—CENSUS VS. ENROLLMENT

Although a census is required by law, there are no available census records with which the actual enrollment can be compared and from which the school efficiency can be figured. The actual enrollment, as found from records in the county superintendent's office, is given below.

TABLE III. Enrollment

Grade	Male	Female	Total
I	22	28	50
II	20	16	36
III	20	19	39
IV	23	23	46
V	19	17	36
VI	23	19	42
VII	18	12	30
VIII	6	14	20
IX	22	23	45
X	11	13	24
XI	1	11	12
XII	4	7	11
Total	189	202	391

In an average situation we expect the enrollment to decrease gradually from the first thru the twelfth grades. Since our schools have not yet been adapted to the needs of our children, we have the grades from the fourth thru the seventh overflowing with retarded adolescents. This is true throughout our entire school system and explains why the enrollment in Alachua does not decrease from the fourth through the seventh grades as might be expected.

However, the large enrollment in the ninth and tenth grades, as compared with the eighth grade, needs further explanation. Since six small rural schools are transported into Alachua, many children, who graduated from the eighth grade in the rural schools, two and even three years before, are drawn back into school to finish their high school education. Short terms in the rural schools and the lack of high school opportunities have produced a large number of retards in the grammar grades and in the ninth and tenth

grades. Of 34 cases studied in the ninth grade 16 are over-age, and, of 20 cases in the tenth grade, 10 are over-age. The principal was of the opinion that short terms produced the greatest amount of retardation in the grammar grades and that lack of high school opportunities produced the greatest amount of retardation in the high school. Illness, work, loss of interest, and general dissatisfaction with school, are other causes of retardation.

2. HOLDING POWER OF THE SCHOOL

The holding powe of the school cannot be accurately measured because there are no cumulative census or enrollment records from which definite conclusions can be drawn. To have a true measure of the holding power, each grade should have its present enrollment compared with the enrollment of that grade when it was a first grade, proper deductions being made for, (1) entrants from other schools, (2) transfers to other schools, (3) retards due to illness, (4) accelerates and (5) deaths. For example, let us take a hypothetical case and show the school accounting necessary for a complete study of the holding power of a school. Let us measure the holding power of the school (a hypothetical school) by a comparison of the enrollment of those pupils now in the eighth grade, who have come straight thru the school from the first grade, with the enrollment of the first grade eight years before.

TABLE IV.—CHILD ACCOUNTING.

First Grade Enrollment of present Eighth Grade	Male	Female	Total
	25	30	55
Deductions			
Transfers to other schools	4	3	7
Retards from grades above	3	1	4
Accelerates from grades below	2	3	5
Deaths	1	2	3
Total deductions	10	9	19
Pupils remaining in school district	15	21	36

TABLE V.—CHILD ACCOUNTING.

	Male	Female	Total
Present enrollment of Eighth Grade	15	19	34
Deductions:			
Transfers from other schools	3	2	5
Retards from grades above	2	1	3
Accelerates from grades below	1	1	2
Total deductions	6	4	10
Eighth Grade Pupils from original First Grade	9	15	24
I. Pupils remaining in School District	15	21	36
II. Pupils from original First Grade	9	15	24
III. Delinquent Pupils	6	6	12

A comparison of item II with item I above would show that the hypothetical school has held only 60% of the boys and 71.4% of the girls, or 66.7% of those pupils, remaining in the school district, who should now be in the eighth grade. Therefore, the holding power of the hypothetical case, as determined by this study of an eighth grade is only 66.7%.

In like manner the holding power of the Alachua Public School could be measured. However, there are no available records of the various class enrollments over a period of years. School accounting is only one of the many phases of our educational system, which needs much study and improvement.

3. THE EXTENT TO WHICH REGULAR ATTENDANCE IS MAINTAINED

A study of the attendance record found in the final report of the principal indicates that regular attendance is not maintained thruout the year. There were 189 boys enrolled and their average attendance was 129, showing a loss of 31.8%. There were 202 girls enrolled and their average attendance, strange to say, was 130, showing a loss of 35.6%. This presents a grave problem and shows that the compulsory attendance law is not well enforced. It probably explains the fact that, of those cases studied, 39.9% were retards and only 3.4% accelerates. On account of work or desire to be self-supporting boys usually have a poorer average attendance than girls. Therefore the fact that there is more loss in at-

tendance among the girls than among the boys is strange and needs very careful study and investigation.

4. PROMOTIONAL PLANS

Pupils in the elementary school are promoted annually if they pass in all subjects, but are required to repeat if they fail in one subject. Entrance examinations, under the supervision of the principal, are given to pupils who, thru summer study, have tried to make up their deficiencies. If the deficiencies are removed, the pupils are allowed to advance with their respective classes, otherwise they repeat the entire work of the previous grade.

Pupils in the high school are promoted annually in each subject. Deficiencies may be removed in the same way as in the elementary school, however, no students are required to repeat any subject not failed.

The annual promotion plan is not peculiar to the Alachua Public School. Instead it is the most commonly used method of all promotional schemes. In fact, Dr. Fulk has recently found that it is the most common method used in the Florida elementary schools. (5:36.)

"A year is a long time in the life of a child. If children must be promoted regularly by the almanac, such promotions should, if possible, be made at least twice a year." (5:37.) In a school of this size the classes should be separated into two groups, known as the High and Low classes; that is, the work of the High should be a half year in advance of the Low.

In introducing the semi-annual promotion plan into a school, such as Alachua, there are at least two difficult problems to be solved. First, some plan has to be devised by which the pupils of each grade can be placed with fairness in two classes, High and Low. The other problem is how to combine and alternate the work of the two classes so that the teacher will not be swamped by the large number of daily classes.

In this day of mental and achievement tests a just division of the pupils can be made very easily during the first semester. This would allow teacher judgments to be made and individual intelligence tests to be given in addition to

the group tests, thereby insuring a just division of the classes into homogenous mental groups. If mental and achievement tests are not used, it will take one year to make a just division and, even then, there will probably be a very wide mental age range. In the long run, intelligence tests are indispensible for dividing the classes with justice to all.

On the other hand, if the principal, at the beginning of the school year, explains the plan of dividing into two classes to his teachers and discusses it thoroly at his faculty meetings, the division can be made without any serious objections by parents or pupils. A standard should be set for each class at the beginning of the year and the teachers and principal should determine, during the year, the class for which each pupil is fitted by the quality of his work, his efforts, and his physical condition. This can be done fairly well without the use of intelligence tests. At the close of the year all pupils should be promoted as usual but the best pupils should be promoted one full year while the others should be promoted one-half year. For example, pupils in Grade V would be promoted regularly to Grade V High and Grade VI Low. Most grades, by this plan, will fall into two almost equal divisions. For obvious reasons the plan should not be discussed with pupils until the change is made at the end of the year.

Now the problem of combining and alternating the work of the High and Low classes must be solved by a thoro study of the content of each subject in the curriculum, followed by casting the results of this study into a workable daily program of recitation and study periods. This the principal and teachers must work out co-operatively before making the change. The High and Low classes in the same grade may, without serious hindrance to either class, be combined in the following so-called minor subjects: manual training, home economics, nature study, music, drawing, and health lessons. The two classes may also be combined in spelling and penmanship in Grades V. VI, VII, and VIII; in reading in Grades VI, VII, and VIII; and civil government and agriculture in Grade VII. The number of pupils in the grade and in the classes might make possible other combinations. The State Course of Study permits many alternations that

would help in the formation of the daily schedules. In Grades V, VI, VII, and VIII, the number of recitations a week in the different subjects, and the time given to each subject could be varied according to the ability of the class and the number of pupils in the class. (5:37-38.)

While semi-annual promotions are not urged here as the only solution of the promotional problem, it is believed that this, with individual promotions, will solve the problem more advantageously than the annual promotion plan has done.

5. AGE-SEX-GRADE DISTRIBUTION

In Florida, children may enter school at six years of age and the compulsory attendance law requires them to enter at seven, therefore, we have chosen a two-year age-grade standard thruout the entire school. For instance, Grade I, 6-8 means the age standard for Grade I includes all children from six years, no months to seven years, eleven months.

TABLE VI.—AGE-GRADE STANDARD.

Grade	Age
I	6-8
II	7-9
III	8-10
IV	9-11
V	10-12
VI	11-13
VII	12-14
VIII	13-15
IX	14-16
X	15-17
XI	16-18
XII	17-19

In the following table, showing the age-sex-grade distribution of 296 cases present when the survey was made, normal-aged pupils are in heavy faced type; under-aged pupils at the right; and over-aged pupils at the left of the heavy faced type. These are called normals, accelerates, and retards, respectively. Of course it must be remembered that this refers only to the classification according to age. For example, if a pupil in the eighth grade is twelve years of age or under, he is accelerated; if 13 to 15 years of age, he is normal; and if 15 years of age or above, he is retarded, for the normal age for the eighth grade is 13 to 15 years (meaning 13 years no months to 14 years 11 months).

TABLE VII.—CHRONOLOGICAL AGE-SEX-GRADE DISTRIBUTION.

Grade	I		II		III		IV		V		VI		VII		VIII		IX		X		XI		XII		Age Sex Total		Total by Ages
Sex	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Age																											
6-7	8	9																							8	9	17
7-8	6	6	4	4	1																				11	10	21
8-9	3	1	4	3	4	3		1																	11	8	19
9-10			4	6	10	2	3	7																	17	15	32
10-11			1	2	7	1	5	6	5	4		1													18	14	32
11-12				1	1		6	5	5	1	2	7		1											14	15	29
12-13							1		3	1	2	3	1			1									7	5	12
13-14					1		1		3	1	4	4	3	5	1	2	1								14	12	26
14-15									4	1	1	1	2	4	3	4	2	5		2					12	17	29
15-16											2		2	1		4	4	6		3		1			8	15	23
16-17													2	4		1	3	3	2	3		4	1		8	15	23
17-18																2	4	3	2	3	1	1		2	7	11	18
18-19																	2		1	2				3	3	5	8
19-20																		1	1	1		2	1		2	4	6
20-21																									0	0	0
21-22																							1		1	0	1
Grade-Sex Total	17	16	13	16	24	6	16	19	20	8	11	16	10	15	4	14	16	18	6	14	1	8	3	5	141	155	296
Grade Total	33		29		30		35		28		27		25		18		34		20		9		8		296		296

An age-grade table, in a school system in which there is a uniform or nearly uniform school year for all pupils, and in which the curriculum is in every way adapted to the needs and abilities of the pupils, will show approximately the following distribution of pupils: 15% retards, 70% normals, and 15% accelerates. In general, over-ageness or retardation should balance under-ageness or acceleration. (5:48.) This is further supported by the fact that intelligence testing has within the last few years, proved conclusively that "taking large groups of unselected children there are approximately as many children of superior ability, per thousand, as there are of inferior ability." (3:351-352.)

TABLE VIII.—PERCENTAGE OF RETARDS, NORMALS, AND ACCELERATES IN ALACHUA, AND IN FLORIDA, ALABAMA, KENTUCKY, AND IN INDIANA. (5:48, EXCEPT IN ALACHUA.)

	Retards	Normals	Accelerates
Alachua	39.9	56.7	3.4
Florida: (9-15 teachers)	32.3	61.1	6.6
Alabama: Rural	54.4	40.1	5.5
Kentucky: Rural	39.0	53.2	7.8
Indiana: County	26.5	64.3	9.2

A comparison of Alachua with Florida schools of the same type shows that Alachua has 25% more retards, 8% less normals, and 50% less accelerates than we would expect. This presents an unusual situation and needs very careful investigation.

6. FINDINGS AND RECOMMENDATIONS

(a) In the first place the irregular attendance must be stopped. We therefore recommend strict enforcement of the present compulsory attendance laws.

(b) In the next place, provision must be made for the more regular promotion of the students. Since this cannot be done by the annual promotion plan, we recommend the adoption of the semi-annual promotion plan.

(c) Finally, we recommend the reclassification of the entire school by means of group and individual intelligence tests and teacher judgment of pupils. To aid in solving this problem, we gave intelligence tests to every pupil in the school. A detailed account of our findings and recommendations will now be taken up.

B. Intelligence Tests.

1. RELIABILITY OF INTELLIGENCE TESTS

Intelligence tests, within the last few years, have proved conclusively that pupils can be classified by grades more homogeneously than they have been by old subjective standards. (7:32-52.) It is true that their reliability has been questioned, but intensive and extensive experiments and surveys have proved that the probable error of Mental Age measurement can be reduced in individual cases from 6.4 months for one test to 3.2 months for four tests. "If you wish to know merely the average mental ability of your class or to divide it roughly into two or three ability groups, then one test or at most two will give sufficient data for classification." (1:b.) Intelligence tests are now considered highly reliable. They are now being used by some school officials, not only for reclassifying their schools into homogenous mental age groups but also for determining the fitness of under-aged children for school. (1:a, b, and c.)

2. TESTS USED—OTIS GROUP, PRIMARY AND ADVANCED, FORMS A.

In making this survey the Otis Group Intelligence Scale was used. The Primary Examination, Form A, was used in grades I to IV inclusive and the Advanced Examination, Form A, was used in grades V to XII inclusive. No individual tests were given due to the lack of time.

3. INDIVIDUAL TESTS AND TEACHER JUDGMENT

All doubtful cases should be given the Stanford Revision of the Simon-Binet Individual Intelligence Scale. Teacher judgment should play a large part in classification. Judgment of the quality of work, the efforts of the pupil, and his physical condition should be carefully made.

4. Scale of Intelligence Quotient Classification.

Terman's Scale for Intelligence Quotient Classification has been used for classifying all the cases in this survey. (6:79.)

TABLE IX. CLASSIFICATION OF I. Q., TERMAN.

I. Q.	Classification
Above 140	"Near" genius or genius
120-140	Very superior intelligence
110-120	Superior intelligence
90-110	Normal or average intelligence
80-90	Dullness, rarely classifiable as feeble-mindedness
70-80	Border-line deficiency, sometimes classified as dullness, often as feeblt-mindedness
Below 70	Definite feeble-mindedness

5. RESULTS

(a) Intelligence Quotient Distribution.

Table X shows the I. Q. distribution by sex and grade.

TABLE X.—INTELLIGENCE QUOTIENT DISTRIBUTED BY SEX AND GRADE.

Classification	Moron		Border Line		Dull		Normal		Superior		Very Superior				Grand Total by Grades
I. Q	0-69		70-79		80-89		90-109		110-119		120-140		Sex Total		
Sex	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Grade I	..	..	1	1	0	1	10	10	6	1	0	3	17	16	33
Grade II	..	..	2	1	4	3	5	9	2	3	..	..	13	16	29
Grade III	2	0	5	2	7	1	9	3	1	0	..	..	24	6	30
Grade IV	..	..	6	2	6	5	3	12	1	0	..	..	16	19	35
Grade V	..	..	5	1	4	3	11	4	..	..	..	..	20	8	28
Grade VI	..	..	4	0	2	3	5	12	0	1	..	..	11	16	27
Grade VII	..	..	2	2	2	6	6	7	..	..	..	..	10	15	25
Grade VIII	..	..	0	2	1	6	3	5	0	1	..	..	4	14	18
Grade IX	..	..	1	0	6	2	7	15	2	1	..	..	16	18	34
Grade X	..	..	..	..	2	4	4	10	..	..	..	..	6	14	20
Grade XI	..	..	..	..	..	..	1	6	0	2	..	..	1	8	9
Grade XII	..	..	..	..	..	..	1	4	2	1	..	..	3	5	8
Classification by sex	2	0	26	11	34	34	65	97	14	10	0	3	141	155	296
Total Classification	2		37		68		162		24		3		296		296

(b) Mental Age Distribution.

Table XI Shows the M. A. Distribution by Sex and Grade.

Grade	I		II		III		IX		V		VI		VII		VIII		IX		X		XI		XII		Age Sex Total		Total by Ages
Age	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
5-6	1	2																							1	2	3
6-7	5	5		1	3																				8	6	14
7-8	5	2	4	5	6	2	1																		16	9	25
8-9	5	4	8	6	11	3	6	7	6		2	1													39	21	60
9-10	1	2	1	4	4	1	7	11	2	5	3	2	1	2	1	1	1								21	28	49
10-11		1						1	8	2	2	4	3	2		2	1								14	12	26
11-12							2		3	1	1	5	2	6		4	2	2							10	18	28
12-13									1		2	1	1	3	1	3	2	2		3					7	12	19
13-14											1	1	1		1		1	2	2	1					6	4	10
14-15												1	1	1		1	2	6	2	2		2	1	1	6	14	20
15-16												1		1	1	2	2	3	2	3		1		1	5	12	17
16-17																	3	1						1	3	2	5
17-18																											
18-																1	2	2		5	1	5	2	2	5	15	20
Grade-Sex Total	17	16	13	16	24	6	16	19	20	8	11	16	10	15	4	14	16	18	6	14	1	8	3	5	141	155	296
Grand Total	33		29		30		35		28		27		25		18		34		20		9		8		296		296

The Mental Age-Grade Standards are the same as those used for the Chronological Age-Grade Standards in Table IV. All pupils at the right of the heavy faced type are accelerates; that is, they are pupils working, for some reason, in higher grades than the tests show them fitted for. All pupils in heavy faced type are normals; that is they are pupils who rightfully belong there. Finally, all pupils at the left of the heavy faced type are retards; that is, they are pupils working, for some reason, in lower grades than the tests show them fitted for. Re-classification of the school should provide a just opportunity for advancement to all of these classes. It is quite obvious that the accelerate group (pupils of low M. A.) cannot advance as rapidly as the normals or the detards (pupils of high M. A.). Proper adjustments must be made to suit the needs and capacities of all groups. These adjustments will consist of an enriched curriculum in some cases or the simple fundamentals in other cases. Besides the adjustments of the curriculum, there will be adjustments of the teaching method. In both cases these adjustments can be made more easily thru re-classification of the pupils into homogeneous Mental Age groups. That is now our aim.

6. FINDINGS

(a) By a study of Table IX it was found that the variation in Mental Age, within the respective grades, is very high. In fact, it is obvious that the range is too great for successful work in several grades. For instance, in the lowest cases, Grades I and II, in the Mental Age varies from 6 years for the youngest pupil to 10 years for the oldest pupil —a total range of 4 years in each grade. Then in Grade VI the range is 6 years while in Grades VIII and IX the range is 10 years.

(b) From the above facts it is quite plain that if the rate of class progress is to be determined by the abilities of the best pupils (i. e. those of highest M. A.) the pupils of lowest Mental Age will suffer and vice-versa.

It is also quite clear that the present classification does not make provision for the fair and impartial instruction of retards or of accelerates, but considers only those in the

normal group. Semi-annual promotions, as recommended in A. 6 (b) of this chapter, with High and Low classes a half-year apart, would readily make such provisions. It is apparent that slower pupils could and should be allowed, if necessary three semesters to complete two semester's work and faster pupils could and should be permitted to advance at a more rapid rate, even completing three semester's work in two semesters.

7. OUR PROBLEM

In the interest of economy we ask:

(a) How shall the Alachua Public School be reclassified so as to give a fair and impartial opportunity to all Mental Age groups in accordance with their needs and capacities?

(b) How shall we do this so there will be no increase in the cost of maintaining the school?

8. RECOMMENDATIONS

(a) That the group intelligence tests be followed by individual tests in all doubtful cases, using the Simon-Binet Individual Intelligence Scale and supplementing these by teacher judgment of the efforts, quality of work, and physical condition of such cases.

(b) That all re-classification be made kindly and sympathetically, keeping in mind physical and sociological as well schoolas psychological differences. That is, make the school fit the child rather than the child fit the school.

(c) That, in Grades I-V inclusive, all pupils who are within one year of the standard Mental Age for their respective grades, be divided into two fairly homogeneous Mental Age groups, called High and Low and that the work be one-half year apart in these sections.

(d) That Grades VI-VIII inclusive, be departmentalized and only two teachers be placed in charge.

(e) That, in the Elementary School, (i. e. Grades I-VIII inclusive) all pupils who are more than one year below the Mental Age Grade standard, be divided into groups, as nearly homogeneous as possible, and placed in two opportunity rooms, each under the care and instruction of a very skillfull and well-trained teacher. One such room by all means should be provided.

(f) (1) That High School pupils of high Mental Age be permitted to carry a maximum of five subjects and that those of low Mental Age be permitted to carry only as many as they can profitably.

(2) That pupils of high Mental Age in the first eight grades be permitted to double back or forward in subjects they are weak or well prepared for so as to keep them up to maximum effort.

TABLE XII. TEACHERS AND PUPILS AFTER RE-CLASSIFICATION.

Grade	Pupils, Normals and Retards	Sections to the Grade	Teachers to the Grade	Pupils for Opportunity Room
I	33	2	1	
II	29	2	1	
III	27	2	1	3
IV	34	2	1	1
V	22	2	1	6
VI	19	1		8
VII	16	1	2	9
VIII	10	1		8
IX	34		2	Total 35
X	20		4	
XI	9			
XII	8			
	Special Teachers:			
	Music		1	
	Agriculture		1	
	Total		15	

9. CONCLUSION

While the above study is known not to be perfect, it is submitted with the hope that the suggestions will prove helpful not only to the Alachua Public School officials but helpful to officials in other schools of similar size. The authors of this chapter recognize their limitations, but, thru the kind assistance of Dr. Joseph R. Fulk, feel that we have been enabled to make a fairly comprehensive study of the situation, and that others might be helped thereby.

C. Achievement Tests

1. General Statement

"The most widely used form of measurement in education is the classroom examination. Practically every teacher, from the primary grades through the university, attempts, from time to time, to discover by means of examinations what progress is being made by his pupils. Many teachers base their estimates of individual pupils almost altogether upon the written examinations held in their classes. . . . No other attempt at measurements in education is so universal as the attempt to determine by means of questions and answers the quality of work pupils are accomplishing. (6:34.)

That such a system of measuring can mean little is very evident. When a pupil has taken such a test and has been assigned a grade, say, of 85, all that it signifies is that the pupil's teacher has determined upon an arbitrary amount of work that the pupil should be able to do in order to demonstrate the fact that he should or should not pass, and that the teacher has expressed an opinion that said pupil did 85 per cent of the work, or answered 85 percent of the questions, as the case may be. One teacher, with a given set of questions, will assign one mark to an examination paper and another teacher will give a mark very much at variance with the first on the same paper. Marks have been known to vary from 28 to 92 on the same geometry paper, when graded by one hundred teachers of geometry in the high schools of the North Central Association. Trabue, in his "Measuring Results in Education," Chapter II, gives a number of studies showing the variance in teachers' marks. (7.)

A need for a more objective measure for classroom work has long been felt in educational circles. Standardized tests to measure the achievement of pupils in the various subjects are the direct answer to this felt need. They are not entirely new, but have been developing for a half century or more, but only since about 1909, when Professor Thorndike presented his scale for the measurement of handwriting before the American Association for the Advancement of Science, have they attracted

much attention. Since that time they have been rapidly developing till at present there are standardized tests for almost every subject in the elementary school, and for most of the high school subjects. They are coming into use more and more and it is to be hoped that they will eventually be perfected to the point where the old system of subjective measurement will be eliminated.

A standardized test is one that has been given to thousands of school children in the various grades and the median score worked out so that when the test is given to a group of pupils in a grade of a given school it can be determined with considerable accuracy just how they compare with pupils in this same grade in schools all over the country. A pupil is measured against other pupils in the same grade and not against an arbitrary standard fixed by some teacher. They are a far more fair test of the pupil's ability than the examination given by some teacher, no matter how efficient that teacher may be. It is impossible for any teacher to determine subjectively just how a pupil's ability in a given subject compares with other pupils of the same grade in other schools of the country. The purpose of the standard test is to do this very thing. The tests given to the pupils of the Alachua school were standardized tests and the grades or scores assigned show how the Alachua school compares with other schools all over the United States. Fortunately, we have been able to compare Alachua with another Florida school of about the same size, as many of the same tests were given in the Dunnellon school by a group of Teachers College students, working under the direction of Dr. Fulk, in 1912. The Dunnellon study has not been published. (1.)

That achievement or educational tests are widely used to place pupils is shown by studying Table 3, in Appendix C.

2. SPELLING

A spelling test was given to all the pupils in grades II to XII, inclusive. The words used in the test are given on page 75 of this study. The method used in giving the test was to pronounce each word, explain its meaning, and then have the pupils write it. The results of the

test are given in the table on page 76. The table is read thus: In Grade II, words taken from column "I" of the Buckingham Extension of the Ayres Scale—6 pupils made a grade of 0; 4, a grade of 4; 3, a grade of 10; 1, a grade of 15; 2, a grade of 20; none made a grade of 25 or 30; 2, a grade of 35; none, a grade of 40, 45, or 50; 1, a grade of 55; none, a grade of 60; 1, a grade of 65; none, a a grade of 70;1, a grade of 75; none, a grade of 80, 85 or 90; 2, a grade of 95; and, none, a grade of 100. The median score for this grade is given in the next column; the standard score that pupils of this grade should make, in the next column; the number of pupils in this grade that were above the standard is given in the next column, and the per cent of pupils in this grade above standard is given in the last column.

A study of the median scores will show that only one grade, the sixth, approaches the standard. This is so close that this grade might be considered up to standard. Grades IV, XI, and XII do not fall far short of the standard. On the other hand, grade II, with a median score of 13.2, is only about 18 per cent of standard. Special attention is called to the wide range of scores in grades II, III, IV, VII, and IX. Grade III leads with a range of from 0 to 100. The heavy line between 70 and 75 in the table divides it in such a way that to the right are those pupils that are above standard and those to the left are those that are below standard. A glance will show the condition of the school and where the great majority lies; namely, to the left. In all 247 pupils took the test. Of these 67 made scores above standard and 180 made scores below standard, or below 73.

A test in spelling was given in the Dunnellon study also, but the words were taken from columns with standards of 84 for each grade. At Dunnellon it was not given to the second grade or in the high school. In order then to get at a comparison of the two schools, we figured the median score of grades III to VIII, and then reduced these to per cent of the standard. Alachua's median for these grades was 55, or 55/73, or 75.3 per cent of standard. Dunnellon's standard for these grades was 83, or 83/84, or 99 per cent of standard.

This study reveals a condition that is all too prevalent in many of our schools. Our pupils cannot spell the common every day words that are used by everyone. Reference to the list of words below will show that no technical words are included in these lists, but the common words of everyday usage. More time should be spent in teaching the pupils to spell such words as these, and little time given to spelling difficult and more technical words. They can learn to spell these as they come in contact with them and need to use them.

LISTS OF WORDS FROM THE BUCKINGHAM EXTENSION OF THE AYRES SPELLING SCALE USED IN TESTING THE SPELLING AT ALACHUA

Grade II Column "I"	Grade III Column "L"	Grade IV Column "O"	Grade V Column "Q"
nine	small	judge	sometimes
face	war	weather	declare
miss	summer	worth	engage
ride	above	contain	final
tree	express	figure	terrible
sick	turn	sudden	surprise
got	lesson	forty	period
north	half	instead	addition
white	father	throw	employ
spent	anything	personal	property
foot	table	everything	select
blow	high	rate	connection
block	talk	chief	firm
spring	June	perfect	region
river	right	second	convict
plant	date	slide	private
cut	road	farther	command
song	March	duty	debate
winter	next	intend	crowd
stone	indeed	company	factory

Grade VI Column "S"	Grade VII Column "U"	Grade VIII Column "W"	Grades IX-XII Column "Y"
often	meant	organization	decision
stopped	earliest	emergency	principle
motion	whether	appreciate	accommodate
theater	distinguish	sincerely	accuracy
improvement	consideration	athletic	counterfeit
century	colonies	extreme	desert
total	assure	practical	digestible
mention	relief	proceed	immense
arrive	occupy	cordially	leopard
supply	probably	character	marmalade
assist	foreign	separate	millionaire
difference	expense	February	mucilage
examination	responsible	antique	orchestra
particular	beginning	bicycle	parliament
affair	application	calendar	perceived
course	difficulty	consequence	possess
neither	scene	disease	precipice
local	finally	fatigue	recommend
marriage	develop	foreigners	resemblance
further	circumstance	grease	restaurant

TABLE XIII. DISTRIBUTION SCORES IN SPELLING IN GRADES II TO XII, INCLUSIVE OF THE ALACHUA PUBLIC SCHOOL

Scores	Column	0	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100	Med.	Standard	No. Above Standard	% Above Standard
Grade II	"I"	6	4	3	1	2			2				1		1		1				2		13.2	73	3	13.0
Grade III	"L"	3	2	1	1		1	1	4		2	1	2		3	1	1			2		1	38.6	73	4	15.4
Grade IV	"O"			1		4		1	3	1		2	1	3	3	2	2	3		3	5	1	62.0	73	14	40.0
Grade V	"Q"				1	1	1	1	2	2	1	1	4		2	1	2	2	1	1		1	55	73	7	29.2
Grade VI	"S"					1	1	4			1	1	1		3	3	2	2	5	3	1	1	70	73	14	48.3
Grade VII	"U"		1	1	1	1	2	2	1	2		1	4	1	2	1		1	1	2			52	73	4	16.6
Grade VIII	"W"				1			1	1	2	2		2	3	1	1	1	1					55	73	2	12.5
Grade IX	"Y"			5		1	1	3	3	2	2	6	1	1	2	1	1	3	2	2			48.3	73	8	22.0
Grade X	"Y"					2	2	1	1	1	1		1	1	1	1		2	2				51.2	73	4	25
Grade XI	"Y"									2		1	1			1	1		1	2			66.1	73	4	44.4
Grade XII	"Y"									1	1	1		1	1	1	1	1	1				64.4	73	3	33.3
Total of H. S.	"Y"			5		3	3	4	4	6	4	8	3	3	4	4	3	6	6	4			49.0	73	19	27.1

3. READING

Monroe's Standardized Silent Reading Test was given to the pupils in grades III to XII, inclusive. This test was also given to the pupils of these same grades at Dunnellon, in 1922, and the Dunnellon medians for these grades are given with those of Alachua in the distribution tables on pages 79 and 80.

This test measures both rate and comprehension. The rate score is the number of words read per minute. The comprehension score is the number obtained by adding the assigned comprehension values of each exercise in the test that has been answered correctly. There are three separate tests of graduate difficulty. Test I is for grades III, IV and V. The highest possible rate score for this test if all the material is read, is 141 words per minute. The highest possible comprehension score for this test, if each exercise is answered correctly, is 34. Test II is for grades VI, VII, and VIII. The highest possible rate score for this test, if all material is read, is 146; the highest possible comprehension score, if all exercises are answered correctly, is 45. Test III is for grades IX, X, XI, and XII. The highest possible rate score for this test, if all the material is read, is 151; the highest possible comprehension score, if all exercises are answered correctly, is 81.

To read the tables, let us take grade VI as a typical grade and follow it through both tables. Taking grade VI, in the rate distribution table on page 80, we read as follows: None in grade VI made a rate score of less than 30-39; that is, the slowest pupils in grade VI read as many as from 30 to 39 words per minute, and two made a score of 30-39; three made a score of 40-49; seven made a score of 50-59; two, a score of 60-69; none, a score of 70-79; six, a score of 80-89; six, a score of 90-99; none, a score of 100-139; two, a score of 140-149—the maximum. The class median was 75, the standard score for this grade is 90. The Dunnellon median for this grade was 54. Taking the same grade in the comprehension table on page 79, it will be seen that two made a score of 0-2; that is, they did not understand but just enough of what they read to answer one or two questions

correctly. Six made a score of 3-5, and so on to the highest score. It will be seen that two made a score 30-32. The class median is 11, the standard is 18.5. The Dunnellon score for this grade is 14.

A study of the tables will show that the school as a whole is much below standard, both in rate and comprehension. The rate score, however, is generally above that of Dunnellon. This is especially true in the high school. Grades IX and X are almost up to standard, while grades XI and XII are above standard in comprehension. Grade XI is the only grade that scores above grade in both rate and comprehension. It is decidedly above grade in comprehension. Grade III is badly below standard in comprehension. Only four pupils in this grade were up to or above standard in comprehension, and the class median is only about 15 per cent of what it should be.

Special attention is called to the wide range of distribution in some of the grades. In the third grade four pupils read only from 0-9 words per minute, when they should have been able to have read at the rate of 52 words per minute; while one pupil in this grade read at the rate of 105-109 words per minute, which is twice as fast as the average third grade pupil reads, over twice as fast the average member of his class reads and about fifty times as fast as the slowest member of the class reads. In the fourth grade the range is wider still, going from 0-9 to 140-149, some of the pupils reading from sixty to seventy times as fast as others. The range in comprehension is not quite so decided in most of the grades, but attention is called to the fact that in the ninth and tenth grades it is very wide. In grade IX it is especially marked; three made a score of from 3-5, while one made a score of from 54-56. Such wide distributions as this show poor classification of pupils.

The reading situation is rather serious and should receive the prompt attention of the supervisors and teachers in order to improve the instruction in this subject. A study of the individual scores of the pupils should be of great help in showing just where the stress should be placed. More attention to silent reading, espe-

TABLE XIV. DISTRIBUTION OF COMPREHENSION SCORES BY GRADES IN SILENT READING TEST OF PUPILS OF ALACHUA PUBLIC SCHOOLS

Test I. Grades III, IV, V. Maximum Possible Score 34

Scores	0 to 2	3 to 5	6 to 8	9 to 11	12 to 14	15 to 17	18 to 20	21 to 23	24 to 26	27 to 29	30 to 32	33 to 35	36 to 38	39 to 41	42 to 44	45 to 47	48 to 50	51 to 53	54 to 56	57 to 59	60 to 62	63 to 66	67 to 69	70 to 81	Class Med.	Standard	Dun. Med.
Grade III	16	7	8	6	2	3	2		1																1	6.8	3.5
Grade IV	6	6	3		1																				7	12.7	9.0
Grade V		2	6	4	3	6	1	3																	12	17.8	9.8

Test II. Grades VI, VII, VIII. Maximum Possible Score 45

Grade VI	2	6	5	1	5	3	1	1	1	1	2														11	18.5	14.0
Grade VII		4	2	3	5	3	1	2	1	1	1														13	22.8	22.0
Grade VIII		2	1	2	5	2	1	2			3														13	26	21.0

Test III. Grades IX, X, XI, XII. Maximum Possible Score 81

Grade IX		3	2	2	3	5	4	7	2	2	1	2							1						19	23	19.3
Grade X			1	3	1	2	1	3	2		1	4		1		1									24.5	25.4	28.7
Grade XI								2		2				1		2	2		1						43.5	27.2	18.0
Grade XII							1		3				2	1		1									32	3.0	35.0

TABLE XV. DISTRIBUTION OF READING RATE SCORES IN WORDS PER MINUTE IN ALACHUA PUBLIC SCHOOL

Test I. Grades III, IV, V. Maximum Score 141

Scores	0 to 9	10 to 19	20 to 29	30 to 39	40 to 49	50 to 59	60 to 69	70 to 79	80 to 89	90 to 99	100 to 109	110 to 119	120 to 129	130 to 139	140 to 149	150 to 159	160 to 169	Class Med.	Standard	Dun. Med.
Grade III	4	1	3	3	5	6	2	1			1							44	25	44
Grade IV	4	2		3	5	4	6	4	3	2	1				1			52	70	67
Grade V				1	6	1	4	7	1	2	1	1			1			76	87	57

Test II. Grades VI, VII, VIII. Maximum Score 146

Grade VI				2	3	7	2		6	6					2			75	90	54
Grade VII					2	4	5		4	4		1		1	2			81	100	83
Grade VIII					2	1	5		3	2	2	2		3				89	106	89

Test III. Grades IX, X, XI, XII. Maximum Score 151

Grade IX				3		5	3	5	10		5		2	1				81	83	78
Grade X			1			2	2	4	5		3		1					81	85	80
Grade XI								1	4		2		2		0			97	90	86
Grade XII							3		2		2		1					86	96	86

cially in the primary grades, would tend to remedy the situation. Timed silent reading tests from the text could be given at frequent intervals, having the pupils read for a given time and mark the place to which they had read when time was called. In this way the slow readers could be definitely located and given special attention, perhaps in the opportunity room, if such could be established. We might say just here that every school of this size would do well to maintain such a room in the school.

4. HANDWRITING

A test in handwriting was given in grades II to VIII, inclusive. The material used was the simple little sentence, "Mary had a little lamb." This sentence was chosen because it was something that even a primary child could hold in mind, and so in writing it was not necessary to be continuously looking at the copy, thus diminishing the speed of writing. The copy was written on the blackboard and when every pupil was ready to write they were instructed to begin writing at the word "go" and continue until they were ordered to "stop"; and to write as rapidly as they could and to write well. Two minutes from the word "go" they were ordered to "stop" and the papers were taken up.

The Gettysburg Edition of the Ayres Handwriting Scale was used in grading the specimens. Each paper was graded by three different people and an average of the grades given by these graders was taken as the correct grade for any given sample. The results of the test are given in the distribution tables on page 82 of this study. There are two tables, one showing the quality as judged by the committee from the scale, and one showing the rate, or number of letters written per minute. This test was given at Dunnellon also in grades III to VIII, inclusive. The Dunnellon medians are given in the tables with the Alachua medians for purposes of comparison. The tables are read like the other tables in the study. It will be noticed that in quality the Dunnellon school scored a good bit above Alachua and even above the standard in every grade except the fifth and the eighth. Alachua is slightly below standard. In the table on rate, however, it will be noted that Alachua

scored above standard in grades IV, VII, and VIII and is not far below standard in the other grades. In speed Alachua scores higher than Dunnellon.

TABLE XVI. DISTRIBUTION OF RATE SCORES IN LETTERS PER MINUTE WRITING, ALACHUA PUBLIC SCHOOL

Scores	0 to 9	10 to 19	20 to 29	30 to 39	40 to 49	50 to 59	60 to 69	70 to 79	80 to 89	90 to 99	100 to 109	110 to 119	Median	Standard	Dun. Med.
Grade II	1	3	11	8	5								29	32	
Grade III			5	9	9	4	3						40	44	56
Grade IV				2	8	10	7	5	2				57	56	63
Grade V				3	4	9	3	5		1			55	64	54
Grade VI				3	1	1	5	10	6	2			70	72	50
Grade VII							2	7	5	4	1		80	76	84
Grade VIII							2	1	3	9	1	2	95	80	86

TABLE XVII. DISTRIBUTION OF QUALITY SCORES IN HANDWRITING, AYRES SCALE, ALACHUA PUBLIC SCHOOL

Scores	20	30	40	50	60	70	80	90	Median	Standard	Dun. Med.
Grade II	5	11	10	2					30	38	
Grade III	3	16	7	3	1				28	42	50
Grade IV	2	13	5	7	6	1			35	46	50
Grade V		3	10	9	3				40	50	50
Grade VI		1	8	12	4	2	1		50	54	62
Grade VII		2	6	5	5	1			50	58	60
Grade VIII	1	1	8	6	2				46	62	60

5. UNITED STATES HISTORY

The Harlan Test of Information in American History was given in the seventh and eighth grades. The results of this test are given in the tables on page 84. The standards for this test are for the end of the year, while this test was given in March. This being the case, it would be expected that the Alachua medians would fall short of these standards. It would not, however, account for them falling as far below standard as they did. The standard for grade VII is 56; the Alachua median is only 14.1. The standard for grade VIII is 86; the Alachua median is 22.5. From the tables of individual scores, it will be seen that only one pupil in the eighth grade made a score as high as the seventh grade end-year median should be. The median score in each grade is about 25 per cent of the Harlan end-year standards. This would indicate a decided weakness in history in these two grades. It must be borne in mind, too, that this is not

some arbitrary test made up by some teacher with an arbitrary standard, but that it has been tried on thousands of other seventh and eighth grades, and that the standard is established from scores actually made by these thousands of pupils.

A study of the maximum score for each exercise in the test, and the score made by each pupil on this exercise will reveal the particular weakness of each individual pupil. Exercises VIII and X show especial weakness in the eighth grade, with exercises VII and IX running them a close second. Exercise VII is a group of five dates to be connected with an important event in history. In exercise VIII the pupil is given some general statements to be proven true by citing a typical example of each from American History. In exercise IX the pupil is given several topics of importance in the history of the United States and is asked to state definitely of what significance each has been. The seventh grade scored low throughout the test, but made its highest scores on exercises I and V, both exercises requiring that outstanding men in American History be selected from a list and connected with a given important events or periods in history in which they took an active part.

This same test was given by the Teachers' College of the University of Florida in the seventh and eighth grades of the Dunnellon school, in 1922. The median for each grade in this school were: Grade VII, 50; grade VIII, 38. (1.) It seems strange that the seventh grade should have made a better score than the eighth grade.

It can be readily seen that these grades are not up to standard in history. With this test, however, the teacher should be able to see in some way wherein the instruction is falling short, and make an effort to remedy this condition. It may be lack of interest on the part of the pupils, or inability to read well enough to grasp what the text gives. A study of the reading scores in connection with the history scores ought to show whether the trouble is with the reading or not. Certainly the situation is one that deserves the attention and study of the teacher and supervisor.

The character and difficulty of this history test may

be determined by examining the sample exercises given in Appendix A.

TABLE XVIII. INDIVIDUAL SCORES IN HARLAN'S TEST OF INFORMATION IN AMERICAN HISTORY

Median Score, Alachua, Grade VII, 14.1
Grade VII Standard End-Year Score, Grade VII, 56

Exercise	I	II	III	IV	V	VI	VII	VIII	IX	X	Tot'l
Maximum Score....	10	20	10	4	10	10	10	8	8	10	100
Pupil No.											
1.	2	0	0	1	0	0	0	0	0	0	3
2.	2	1	0	0	0	0	0	0	0	0	3
3.	2	0	0	0	1	0	0	0	0	0	3
4.	4	0	0	0	0	0	0	0	0	0	4
5.	4	0	0	1	0	0	0	0	0	0	5
6.	2	0	0	2	0	0	0	0	2	0	6
7.	6	0	0	0	0	0	0	0	0	0	6
8.	2	0	0	2	0	0	0	0	2	0	6
9.	6	0	0	1	0	0	0	0	0	0	7
10.	8	0	0	0	0	0	2	0	0	0	10
11.	6	1	0	0	3	0	0	0	0	0	10
12.	6	0	0	1	4	0	2	0	0	0	13
13.	6	6	0	2	0	0	0	0	0	0	14
14.	10	0	0	0	5	0	0	0	0	0	15
15.	6	1	0	2	0	2	2	0	4	0	17
16.	8	0	2	2	5	2	2	0	2	0	23
17.	8	6	0	1	2	2	2	0	4	0	25
18.	10	0	0	0	9	2	2	0	6	0	29
19.	6	6	2	1	8	2	2	0	1	2	30
20.	10	6	8	2	4	2	0	0	0	0	32
21.	8	10	5	2	4	2	2	0	2	2	42

TABLE XIX. INDIVIDUAL SCORES IN HARLAN'S TEST OF INFORMATION IN AMERICAN HISTORY

Median Score, Alachua, Grade VIII, 22.5
Grade VIII Standard End-Year Score, Grade VIII, 86

Exercise	I	II	III	IV	V	VI	VII	VIII	IX	X	Tot'l
Maximum Score....	10	20	10	4	10	10	10	8	8	10	100
Pupil No.											
1.	4	0	0	0	0	0	0	0	2	0	6
2.	6	0	0	0	0	2	0	0	0	0	8
3.	6	0	0	0	6	0	0	0	0	0	12
4.	4	1	2	2	3	0	0	0	2	0	14
5.	6	2	0	0	0	2	4	0	0	0	14
6.	8	1	2	0	3	2	0	0	0	0	16
7.	10	0	0	2	1	4	0	0	0	0	17
8.	6	2	2	1	4	2	1	0	0	0	18
9.	8	4	0	2	0	2	2	2	0	0	20
10.	8	2	2	0	4	2	2	2	2	0	24
11.	8	6	2	2	0	4	0	4	0	0	26
12.	8	3	5	0	5	0	2	2	2	0	27
13.	6	4	4	2	5	4	2	0	0	0	27
14.	10	5	4	2	3	0	2	0	2	0	28
15.	8	4	5	3	7	0	0	4	2	0	33
16.	8	3	4	1	5	2	3	4	3	4	37
17.	8	7	0	2	5	4	2	2	4	3	37
18.	10	8	8	4	10	4	0	6	2	3	55

6. ENGLISH COMPOSITION

Compositions were collected from grades four through eight in the elementary school, and from every grade in high school. In order that the same conditions might prevail in every room contributing such compositions, one member of the survey committee gave the directions and collected the papers in each case according to a definite program. The subject, "The Most Exciting Ride I Ever Had," was written plainly upon the board after paper had been distributed. It was explained to the pupils that they were to write the best composition they could on this subject in thirty minutes. This was the procedure in every case.

The Hudelson English Composition Scale, which is a product of the movement began in 1912 by Hillegas, who attempted to establish some standard by which compositions might be scored objectively, was used in this survey. It consists of sixteen samples of English compositions that range from very poor to very good in quality. The score agreed upon by highly trained judges, who attempted to judge the true value of the compositions as to form and thought, is affixed to each of these. Our standard in grading the compositions from Alachua was these sixteen compositions, which are known as the Hudelson Scale. (3:4-19.)

Table XX gives the distribution of scores assigned English compositions written in the Alachua school through the fourth and twelfth grades, inclusive. This table reads as follows: In the fourth grade fifteen pupils wrote compositions of qualities from 0 to 1.8; fifteen, wrote qualities from 1.9 to 2.6; and five, wrote qualities from 2.7 to 3.7, making a total of thirty-five compositions whose median quality was 2.0. The standard median for the grade is 2.98 (in the middle of the year—the time of this survey), which makes the fourth grade 32 per cent below standard; and so on for each grade. The median is that score of a series which has as many scores above it as below it.

Samples of the compositions, the poorest and the best for each grade, are given in Appendix B. These are

printed, showing all of the pupils' errors in spelling, form, etc.

TABLE XX. DISTRIBUTION OF ENGLISH COMPOSITION SCORES, THE HUDELSON SCALE

Grade	RATED AT								Total Papers	Median Score for Alachua	Standard Med. (3:23.)	Per Cent Below Standard
	0 to 1.8	1.9 to 2.6	2.7 to 3.7	3.8 to 4.7	4.8 to 5.8	5.9 to 6.7	6.8 to 7.7	7.8 to 8.5				
Fourth	15	15	5	....	....	....	....	....	35	2.00	2.98	32+
Fifth	4	14	5	1	....	....	....	....	24	2.30	3.60	36+
Sixth	1	13	9	2	1	....	....	....	26	2.60	4.15	37+
Seventh	1	7	6	3	1	....	....	....	18	2.75	4.71	42+
Eighth	....	....	5	11	1	1	....	....	18	4.00	5.26	23+
Ninth	....	....	4	11	12	3	....	....	30	4.60	5.22	11+
Tenth	....	....	....	3	5	1	....	....	9	5.10	5.87	13+
Eleventh	....	....	....	....	4	1	....	....	5	5.10	6.33	19+
Twelfth	....	....	....	....	4	3	....	....	7	5.70	6.68	14+
Total	21	49	34	31	28	9	....	....	172	.....	.....	....

It will be noticed that the medians of the compositions are quite a bit below normal. The best was eleven per cent, and the poorest forty-two per cent below standard. The average of all the classes from which compositions were taken was more than twenty-five per cent below. This is very poor.

In grades four through eight very often a child would write down the subject, "The Most Exciting Ride I Ever Had," and would not adhere to it whatsoever. This undoubtedly shows that composition work has not been given here very often before. This is true of the lower grades particularly. Spelling is often poor, and so is punctuation.

The punctuation of the high school pupils is very poor generally. Only a few knew how to use the paragraph. Some use none at all, others seem to have used them for artistic effect only.

Perhaps one reason for the compositions not being any better is because of the lack of any standard of what should be expected. So far as we know, this is the first time compositions have been measured objectively in the Alachua school. Such comparisons should be made rather often in order to prevent enthusiastic teachers

from emphasizing a given subject, as well as to prevent other teachers from neglecting a subject.

We suggest the frequent use of the Hudelson, or some similar English Composition Scale. Such a scale sets up an objective for every pupil and makes it possible for the teacher to grade the compositions with less likelihood of being influenced in giving grades because of personal feeling toward the child.

D. Health Education

1. Weight, Height, and Nutrition Grade of Pupils

On April 9, 1924, the committee on health education went with Dr. Fulk to Alachua. The children of the school were weighed and measured, and a nutrition grade was given to each child. The nutrition grade was based on general appearance. Dr. Fulk observed each child as he was being measured and weighed and gave him a nutrition grade accordingly. The nutrition grade scale used was: 1, excellent; 2, fair; 3, distinctly below par; 4, very bad.

The form shown in Table XXI was used for recording weight, height, age, nutrition data. Portable, folding scales (the Crusader) was taken from room to room. The height-weight tables, prepared by Dr. Thomas D. Wood, were used as standards. Height and weight were taken in house clothes, with shoes. Deduction was made for high-heeled shoes.

TABLE XXI. Form Used in Collecting Health Data

Height, Weight and Nutrition. Date.....

Grade in Nutrition Based on General Appearance:

1.=Excellent; 3.=Distinctly below par;
2.=Fair; 4.=Very bad.

Names of Pupils Alphabetically	Grade	Age	Height	Weight	Nutrition Grade	Standard Weight	% Under-weight	% Over-weight	Notes

Table XXII not only gives the nutrition grades, but also the number in each grade who were more than 10 per cent above and 10 per cent below the standard weight, according to age and height.

TABLE XXII. NUTRITION GRADE, UNDERWEIGHTS AND OVERWEIGHTS

Grade	No. of Pupils	Nutrition Grade				No. of Pupils	
		1	2	3	4	Under-weight	Over-weight
B	19	10	8	1	0	6	0
I	16	7	9	0	0	5	1
II	25	11	11	3	0	7	0
III	27	11	12	4	0	9	2
IV	35	21	13	1	0	14	2
V	24	11	12	1	0	7	2
VI	30	15	14	1	0	11	7
VII	23	15	8	0	0	4	5
VIII	17	9	8	0	0	3	4
IX	33	19	14	0	0	2	5
X	18	12	6	0	0	1	1
XI	7	4	3	0	0	1	0
XII	8	4	4	0	0	1	0
Total	282	149	122	11	0	71	27
Percent	100%	52.8	42.3	3.9	0	25.2	9.5

Table XXII indicates that the average health of the pupils in Alachua is very high. According to observation, 52.8 per cent were excellent, 42.3 per cent fair, only 3.9 per cent distinctly below par, and not any very bad. According to weight and measurement, 25.2 per cent were more than 10 per cent underweight and 9.5 per cent were more than 10 per cent overweight. These figures should encourage the pupils, parents, and teachers of Alachua, and also show the lines along which standards of health may be raised.

2. SUGGESTIONS FOR HEALTH WORK

The following general suggestions are given for the health work of the school:

The importance of health work should be stressed. The teacher should keep in mind that health is the first objective in education. "What shall it profit a child if he gain the whole world of knowledge and lose his health?" The World War aroused us to a realization of our physi-

cal defects as a nation, and as a result increased emphasis is laid on health education.

The primary aim is not to teach facts, but to establish right habits of living. The stress should be placed on the observance of health rules. A record should be kept of results.

The ultimate results to be sought are a well developed responsive body and general efficiency.

Two methods are suggested by which to secure these results:

(a) Health Supervision: A thorough examination should be made of each child twice each year, preferably in September and March. Treatment should be provided where necessary. Children more than 10 per cent underweight should be examined by an expert, and where a lack of proper nourishment is evident, the parents should be informed and proper food should be provided for the child. All ailments and defects of children, both physical and mental, should have careful consideration. Inspection, at least in the primary grades, should be made every morning in order to impress the importance of cleanliness and good habits. The sanitary conditions of the school plant should be the best possible. Attention should be given to ventilation, lighting, temperature control, toilet facilities, and general cleanliness. The rules of the health game should be practiced daily by all pupils.

(b) Physical Education: The program for physical education should include games of various kinds, gymnastics, school excursions, and work, such as gardening, caring for animals or other physical labor.

The essential rules of health are very simple and should be practiced every day by every child. They must be repeated constantly to secure best results. The Modern Health Crusade work gives very valuable training in the formation of health habits.

For a specific course of study and methods for carrying it out, the committee recommends a recent book by Theresa Dansdill, "Health Training in Schools," pub-

lished by the National Tuberculosis Association, 370 Seventh Avenue, New York.*

E. Discipline and Character Education in the Alachua School

1. PROVISION FOR PLAY

In recent years many new ideas have been advanced on the subject of school discipline. According to Nutt, the old theory of discipline had as its foundation the "Ten Commandments," which aimed at controlling human conduct by external means. The value and importance of this great and exalted Mosiac Code to civilization has been apparent thruout the ages, and certainly our present Christianity would be incomplete without it. But he clearly points out the fact that the Savior gave us a new theory which aims at regulating human behavior by means of "internal criteria" which perhaps serves our present day needs better. The old theory was based on the negative command, "Thou shalt not," while the new is based on the positive command, "Love thy neighbor as thyself." (12.)

Whatever may be the true theory of discipline, it seems to be a generally accepted fact that the conduct of the pupils in any school can be largely regulated through wise provision for play. This is certainly true if we accept Spencer's "Surplus Energy Theory," by which he maintains that play is merely a process for disposing of pent-up physical energy. (7:1.)

According to his views, the rapidly growing child must have an outlet through some form of muscular activity for this supply of energy or it will crop out through some other channel.

The committee is not defending Spencer's idea. Perhaps the most widely recognized theory at present is that

*Since the above was written, the new "Course of Study for the Elementary Schools of Florida" has been published, and is now (May, 1925) in use thruout the State. Health Education is made a major subject, and is definitely outlined in a usable form in this new course. The Modern Health Crusade forms the basis for the work from grade II to the high school. In the high schools of the State one unit in Physical Education is required of all students.

play should be organized in every school not altogether because it affords an outlet for surplus energy, nor because it is instinctive, as Hall points out (7:3-4.), but because it is desirable on the part of the pupil and because through it the child learns more effectively than perhaps in any other way how to adjust himself to actual needs in later life.

With this view in mind the committee made a very close study of the provisions for play in the Alachua school. We first wish to point out the farsightedness of the people of this community in providing their school with such a beautiful and spacious playground. On an average each pupil in this school is provided with 1,089 square feet of play space. One hundred square feet per pupil used to be considered by leading authorities to be sufficiently large. A moderate start has been made in equipping this playground through the efforts of the principal. No funds have been contributed from outside sources. Such equipment as swings, seesaws and slides for the lower grade pupils and basketball courts for the upper grades have been purchased with funds raised through school entertainments, etc. The primary grades are provided with swings in their study room. They are also assigned to a definite portion of the playground during the play period.

Strictly speaking, there is no play supervision in this school. At the signal for recess the pupils all file out on the grounds. Some play handball, some basketball, some swing, and others loaf around. During this time all the teachers are required to be on the grounds. They merely wander around with apparently no object in view. During the noon hour only one-fourth of the teachers are required to remain on the grounds, although they do not supervise the lunch. After school is dismissed no pupils are allowed to remain on the grounds. This regulation seems to be rather unfair to the pupils. There can be no safer nor better place for children to play than on the school grounds with a teacher in charge. If they can be made to enjoy play here they will probably have a greater desire to come to school. In the larger cities, where the school grounds are adequately equipped for play, they

are kept open the entire year under the supervision of a competent playground supervisor.

The committee was informed that about all the trouble that arose in connection with the play period was the fact that the larger boys occasionally left the grounds without permission for the purpose of smoking. Such offences could not occur under a well organized playground system with the teachers in charge and with every pupil a part to perform.

For the larger boys and girls inter-scholastic basketball, baseball and soccer football are provided. These games, if properly supervised, could be made to keep all of the high school pupils busy during the play period. But, as a matter of fact, only a very few pupils are engaged in this manner, and hence a splendid opportunity is thus afforded for considerable trouble-making, such as teasing, nagging and fussing among the pupils. Before a pupil is allowed to play on an athletic team he must have complied with the State Athletic Association rules, chief among which is one that requires the pupil to have a certain reasonably high average in all his academic work. Through this regulation the principal stated that the school authorities were abundantly able to control the conduct of the pupils who wished to participate in inter-scholastic games. The weakness of such a system of regulating pupil conduct lies in the fact that it fails to reach the great majority of the total enrollment.

2. Extra-Curricular Activities.

It is very evident that discipline is one of the greatest problems confronting the modern school man, yet if one makes a thorough study of the question he will be able to reduce it. The fostering of extra-curricular activities will be found to assist materially in its solution they will tend to motivate the school work, also build up a strong school spirit.

The neglect to take advantage of plain facts and tendencies leads almost invariably to some form of trouble in the administration of school affairs. (1:193.) Athletics is one of the best activities that we used today. In the games, the child learns that the individual must be sacri-

ficed for the group, that good sportsmanship must prevail if his team is to succeed.

In literary societies he learns the art of debating, parliamentary procedure, public speaking and other worthwhile practices. In a large school there should be enough societies to practically absorb all the students. They should cover a wide field and give an opportunity for talent to express itself in a larger and freer way than is possible in the school room. Teachers should be members ex-officio of these societies, and should strive in every possible way to have them do those things which will be most creditable to the school and most helpful to its members. (9:229.)

In addition to the above mentioned extra-curricular activities, Cubberley gives, Boy and Girl Scouts, Junior Red Cross, School Orchestra, sewing and cooking clubs, Camp Fire Girls and school entertainments. (5: Chap. 16.)

The committee finds very little work of this nature being done in the Alachua school. Athletics in the form of basketball and soccer football are given a place and will be discussed in another part of this report. A literary society does not exist, but the principal informs us that the high school English classes have debates occasionally on Friday afternoons, besides these, none of the above forms of group activities exist.

3. Provisions for Exceptional Children

There is no provision for exceptional children in this school. After a close study of the great number of retarded pupils, the committee believes that there should be an extra teacher employed to take care of the backward pupils. Her room might well be called an "opportunity room." Such provision would eliminate a great deal of trouble. Usually no grade can progress faster than the speed of the most backward pupil in the grade. Where an extra teacher is employed to take care of the slower pupils the brighter pupils can go ahead with their work much faster.

4. Movements of Pupils—Chapel—Lunch

There seems to be a current opinion among many educators that unless pupils in their movements to and from

classes, and into and out of the building, are kept in a sort of a militaristic line much trouble will result, such as kicking, pinching, slugging, tripping, etc. This assumption is doubtless true to a certain extent in many schools where the children are allowed but few liberties.

Whatever may be the nature of the situation in the Alachua school, all movements are in lines. The pupils line up to march into the building. If a pupil happens to be in the building studying when the bell rings he must go out and line up, and march in. They are required to march out of the building to and from classes and to and from chapel. No talking is allowed in the lines.

General chapel is held in this school three times each week. No definite program is carried out in these assemblies. The principal usually leads with a Scripture reading, followed by the Lord's prayer and a song or two.

As has been stated elsewhere, there is no lunch provision in this school, yet more than half of the pupils bring their dinner. This situation seems to be a serious mistake. As soon as the signal is given for lunch, a certain type of pupil may be seen running across the grounds with a sandwich in one hand and a ball bat in the other. A lunch eaten in such a hurried manner does but little good. It seems that at least twenty minutes should be required for the lunch period.

5. SCHOOL SPIRIT

"School spirit," says Cubberley, "is a certain subtle something which motivates and gives purpose and life to the work of the school. Using a term made common in the World War, it might well be described as school morale." (5:303.) It is a development of a desire to work, to bring up the tone of the school and to have the work done willingly. A school with a strong school spirit usually presents no serious matters of discipline, because the pupils are interested in their work and in their school.

The committee finds that the problem of discipline in the Alachua school is not a serious one, but whether or not this is due to the existing school spirit, we cannot say. It is very difficult for one not daily connected with the school to get a definite idea of its morale, yet the attitude

of the children at work and on the playground, the care they take of their buildings and grounds and the general interest displayed in every phase of their school life will give one some idea of the spirit existing therein.

6. RECOMMENDATIONS

It is recommended:

a. That the playground be more adequately provided with such equipment as giant strides, volley ball and tennis paraphernalia, slides and swings.

b. That the play periods be organized in such a way that the first three grade teachers may have direct supervision over their pupils in a definite section of the grounds, and that the next three grade teachers divide their pupils into two groups—boys and girls, and that each group should have a teacher in charge, also in a definite portion of the grounds; and that the remaining teachers divide the remaining pupils into two groups—boys and girls, so that a teacher or teachers may be in charge of each group. It is further recommended in this connection that a man be in charge of the boys and a woman in charge of the girls.

c. That the playground be kept open an hour or so before and after school, and that a schedule be arranged so that a teacher may be in charge at all times.

d. That a great variety of inter-scholastic and inter-class games be provided.

e. That a sufficient number of literary societies be organized to absorb the entire pupil enrollment of the high school, and that these societies meet at least once each week.

f. That troops of Boy and Girl Scouts be organized within the school.

g. That provision be made in the form of opportunity rooms to take care of exceptional children.

h. That the pupils who bring their lunches be grouped, and placed under the supervision of a teacher or teachers at least twenty minutes of the noon hour.

i. That there be one general chapel weekly in the auditorium, and that a different grade lead each time.

j. That the first five grades meet together for chapel

once a week to be entertained by a general speaker chosen for their interests; and that the remaining pupils also meet once a week to be entertained by a prominent speaker.

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APPENDIX A

Sample Exercises Used in History Test

(See Tables XVIII and XIX, Page 84.)

Exercise II

Below is a list of terms used in American History. Give a particular example of each, such as: Battle—Bunker Hill.

1. colony .....
2. pioneer .....
3. treaty .....
4. explorer .....
5. proclamation .....
6. general .....
7. territorial expansion .....
8. compromise .....
9. decisive battle.....
10. admiral .....

Exercise III

Name the events which make the following places historically significant:

1. Valley Forge .....
2. Gettysburg, Pa. .....
3. Mt. Vernon, Va. .....
4. Lake Erie .....
5. Rio Grande River.....

Exercise VI

Give the year in which the following events occurred:

1. Discovery of America.....
2. Signing of the Declaration of Independence.....
3. Settlement of Jamestown, Va. .....
4. Settlement of Plymouth Colony .....
5. First battle of American Revolution.....

Exercise X

Below is stated a list of causes. State one very important immediate historical result of each.

1. Dred Scott decision .....
2. The Embargo Act of 1807.....
3. Daniel Boone's journey in Kentucky, 1768.....
4. The "Spoils System".....
5. Lewis and Clark expedition.....

APPENDIX B

Samples of Compositions

Grade IV—One of the Poorest—Score, 1.20

"The most excided Ride I every had."

One thim thire was a locs of girld came to see. me. We went to ride we hade the best thime we went to Jacksvill And pick a locs of flowers and violets And we had a picknic Then we had our picture taking We sure did have a good time We rode and rode that was the best ime I ever had We stay off all day The next morning we all was sick. Thay all stays all nigh which me that night.

Grade IV—The Best—Score, 3.30

(Alachua Median, 2.00; Standard Median, 2.98.)

The most excit ride I ever had

On a Battleship

When I was seven years old I steam out the ship yard at Norfolk on S. S. Louisiana. My father was a Engineer of the battle ship I had a good time with the mascot of the ship which was a billy-goat He was a beauty, he was black and white. I would stand for hours with the goat by my side and watch the waves beat againest the side of the boat. In this two years I have been in Africa, Europe, Australia, Alaska, through the pama Canel in Alaska I saw the iceberg that sunk the Tiantic the Pacific Ocean was as peaceful as Massacoit and the Priglims. In England I saw the Castle, in Switcherland I saw the Alps with there snow peaks and the little Swic boys and girls. After a few days we sail for America And it raind for a few days sow the goat an I had to stay in the Cabin. Now my father is working in Jacksonville at the A. C. L. Shops We are going to Jacksonville as soon as school is out.

Grade V—The Poorest—Score, 1.60

The Most Excitting Ride I Ever Had

once we went a riding one evening and we went about 25 miles and we came to a holl and we got stuck and when we got out it was about five oclock and we went down and run overa peace of glass and had a blought out and we fixed the tire in about an our and it was dark then and we was one a one seated ford and there was about 8 of us. . . . (And so on for a full page; not a capital, not one punctuation mark.)

Grade V—The Best—Score, 4.20

(Alachua Median, 2.30; Standard Median, 3.60.)

The Most Exciting Ride I ever Had

One time I was in a car we were going out towards Hague. When we got to the lake a car with some negroes in it was coming towards us. I think they we drunk because when we had got off the road when the negroes turned and ran right into us. It broke our wheels all up except one which was up by the fence and cut ones lip and hurt the ones in the front seat but it did not hurt the ones in the back seat any at all hardly. The negroes were hurt pretty bad but time the had got the car stoped they jumped out and ran into the woods bleeding as they went. It tore the negroes car up pretty bad and they had the gas, and spark pulled down as far as it would go. They caught the negroes and made them stay in jail a long time. We stayed in bed a long time because we were hurt pretty bad and it took us a good time to get the wounds healed up but were glad when we did get up. And hope we will not get into another one.

Grade VI—The Poorest—Score, 1.80

The most Exciting Ride I ever had.

wonce a pone a time I started for a wride and I went out and got my car and got in it and went and got my friend and we left it was on a Sunday evening and we rode down the road and we came to a child by the side of the road and we picked him up and went on an we came to a wriver an we was going purtty fast an the whel run of an the car ran in the river and we feell in but all got out allocake. an we got back in a mans car an he was going to carie us back an when we came to a little place we stopped an got a bit to eat an . . . (Three pages without a punctuation mark or a capital.)

Grade VI—The Best—Score, 5.00

(Alachua Median, 2.60; Standard Median, 4.15.)

The Most Exciting Ride I Ever Had.

One day as I was going from Atlanta Georgia to Jacksonville Florida I saw a man coming toward the car that I was in. This man seemed to be insane, because when he walked he would go from one side of the road to the other, al. o he was crying and making a noise which I had never heard before. We went by this man at a very high rate of speed and just as we passed the man, another automobile came toward us and just as this car was passing us the driver ran into the car we were in and threw my sister and I into the ditch, killing my sister and the occupants of the other car and breaking both of my legs, and injuring my back. This man who was walking the road came toward me calling my name. I was in so much pain until, when he began calling my name and acting so funny, I fainted. When I awoke I was in a hospital in Atlanta and my mother, father and both of my brothers were standing over me. My father said this man was insane and he was on his way to Chattanooga to the insane asylum. I finally recovered from my hurt and went to see this man but the people of the hospital said he died about two or three days after he got there.

Grade VII—The Poorest—Score, 2.00

The most exciting ride I ever had

The most exciting ride I ever had was one after noon in the summer time a car came along and pike us up the man was put in jail and we got filiece in the came alon and a drun man run in to us and tore our car up and the side tore the finder and the runne borde of and thru us out of the car and the was fore more besides myself three of us us was thredun out and the other just about but he was her so bad got up and about that time a car came along and pike us up the man was put in jail and we got all righ.

Grade VII—The Best—Score, 5.50

(Alachua Median, 2.75; Standard Median, 4.71.)

The Most Exciting Ride I Ever Had.

Once, when were living in Georgia, I had a very exciting ride on the back of a two year old yearling. All of we children wanted to ride him so I got on his back and my brother twisted his tail, he jumped from under me and nearly knocked my breath out of me I hit so hard on the ground. But I tried again and this time I caught hold of the halter he had on and hung too him. He went to running through the field, through beans, corn and sand spurs. Through a little branch under over hanging limbs. and believe me I sure was some scared for I was shaking like a leaf. Finally I got too tired to hold on so I turned lose and let him go. When I got home my clothes were torn and I was all covered from head

too foot in mud, weeds and sand spurs. I sure was scratched up. Every body was laughing at me so I felt so peeved till I just have never gotten on a yearling since and never expect too if the rest are like that one I sure will stay shy.

Grade VIII—The Poorest—Score, ——

The Most Exciting Ride I ever had

One time we went to ride in a wagon. We had gone about a mile and a half from home, when the wagon wheel came off, and the Horse ran away but nobody got hurt so we went on and had a good time that evening we started home about Five O'clock when we got nearly home the horse became scared of a Cow that was on the side of the road we had to get out and lead her by the Cow because she might have ran away.

Grade VIII—The Best—Score, 6.00

(Alachua Median, 400; Standard Median, 5.26.)

The Most Exciting Rid I ever had

The most exciting rid I can remember, was when I was about ten years old. We were going from South Dak. to Misouri. There had been a lot of snow during the winter. After we had started out we went through a snow tunnel that seemed to never end. I had about got over that when we came to the Mo. river. The conductor told us that the ice had started to thaw and the bridge was about to go out. But he was sure we would get across safe. When the train struck the bridge it begin to shake no one can imagine my feelings. I was sure we were going into the river but if Im not mistaken I was'ent the only one. When we got out about the middle the train stoped so as to stop the sway of the bridge at last we got across it seemed like houres to me although I know it was but a few minuts.

When the back of the train went off the bridge The bridge gave away and went on down the river.

Grade IX—The Poorest—Score, ——

The most exiting ride I ever had

One time I was rding in a buick car from High Springs to Alachua. My brother was driving about sixty miles per hour. The roads were wet and the car skid off of the road on the side and went nearly into the ditch and just then a cow went in front of the car and he had to go clear in the ditch to keep from hiting her.

After we got to Alachua we could we could not get what we wanted so we had to go on to Gainesville and on the way back we were going around a curve and skid into the ditch again.

Grade IX—The Best—Score, 6.40

(Alachua Median, 4.60; Standard Median, 5.22.)

The Most Exciting Ride I Ever Had.

The most exciting ride I ever had was last summer when I rode on a sea-plane.

It was about four o'clock one afternoon, the wind was blowing and a friend and a friend and I decided to take a ride on the sea plane.

When we got in the operator gave us large goggles to put on and a cap with tabs to go over our ears, then we started.

At first we rode swiftly over the water, the wind beat against our faces and it was great, then we gradually started up in the air, we both had a very peculiar feeling and as we got higher we could see tiny objects below—people that we knew were our friends.

As we sailed higher and higher we couldn't talk to each other because

the wind was blowing over our faces hard and when I looked at the objects below, oh! they were so far from me and so small.

I looked at my friend, How pale and afraid we both were, I thought, then suddenly all my fear seemed to fly from me and I began to realize how much I really was enjoying this wonderful ride so far up in the air.

A bird came near us and I was glad to see another living creature, beside's my friend, the pilot and I, but the roar of our machine seemed to frighten the bird and it flew far away from us.

My friend touched me and pointed downward and I saw a large boat floating peacefully over the blue waters, it looked so small.

At last the tiny objects I had been watching grew larger and larger, I was glad because I knew I was going to reach the earth soon.

I looked at my friend and we both smiled and I took my friends hand in mine and wondered what would have happened to us if the plane had fallen.

Suddenly I seemed to awake from a wonderful dream for I found myself once more and the ground with my friends all standing around me asking me about my ride which I'll never forget.

Grade X—The Poorest—Score, 4.50.

The most exciting ride I ever had.

The most exciting ride I ever had was one aftering two girls and myself went horse backing riding.

We run several horse races to see which horse could run the fastes the girl riding the gray horse won every time.

Late in the afternoon we went and drove the cows home, two of the cows left the bunch and we have to chase them all over the woods and when we got home it was dark.

Grade X—The Best—Score, 6.20

(Alachua Median, 5.10; Standard Median, 5.87.)

The most Exciting Ride I ever had.

One bright summer afternoon, my sister and I went over to High Springs to purchase some dry goods. We reached there and purchased the goods as we had expected, and decided to drive around over the town for a few minutes before returning.

We drove around to the depot and on turning the corner to return to the Dixie Highway, we heard a man yell out "help." My sister who was driving stopped immediately. To the left was a man who had run into a brick store and had turned his car over on himself. He had just regained consciousness as we got there, and the merchant hollowed for us to come to help him soon as we got even with them. I walked slowly up to where they were. The man who was wounded was struggling and it excited us to the utmost. The merchant asked us to go in and phone for the doctor. My sister ran into the store and phoned for a doctor. In about ten minutes the doctor arrived and took the wounded man into the store and gave him a few drops of medicine. After about an hour the man was spitting up blood. He suffered on for about an hour and a half, then seemed to be better. The doctor carried him to the Hospital, but he died on the third day.

This was the most excitement I ever had on a ride, for I had never seen an accident of any kind or a seriously wounded person.

Grade XI—The Poorest—Score, 4.80

The most exciting ride I ever had.

Last summer a crowd of other girls and my self decided we would spend the day in the woods, hunting wild flowers and then later going

to the spring and take a dip. We all packed in the Ford, along with the things we would need to spend the day outing, and left home about nine o'clock. When we were about a mile from town we discovered that a tire had gone flat, we decided to fix it our selves and save time sending for a garage man. In about an hour we were ready to continue our journey. We were riding along nicely, all chattering like monkeys, I was driving and of course was'ent pay much attention to my business when the next thing we knew, I had let the car stear over on the wrong side of the highway and collided with another Ford. We were all frightened to death but fortunately no one was hurt. Both cars were damaged quite a bit and most especially ours. The fault being mine I had to pay the bill for the other car to be repaired. our day was spoiled so we returned home very nervous and tired after our ride.

Grade XI—The Best—Score, 6.00

(Alachua Median, 5.10; Standard Median, 6.33.)

The Most Exciting Ride I Ever Had.

One day three of us girls were invited to take part in an airplane demonstration. We were to leave one point at a certain time, fly to the next town and back in 20 minutes.

We started. It was a bright, sunshiny day in May. We reached the other point and just as we were about to do the loop-the-loop and a few other stunts a cloud blew up and it started to rain. We found ourselves in a mass of gray clouds without anything to guide us.

We flew here and yonder, dipping and swerving, trying to find some mark by which to guide us. But it was in vain. Not a sign did we see.

About four hours later the sun came out and we found ourselves directly above the City Hall. How glad we were! We descended immediately and went to our respective homes for we knew our mothers would be worried about us.

The next time we go we will carry a compass.

Grade XII—The Poorest—Score, 5.00

The most Exciting Ride I Ever Had

One day a crowd of we girls were Out riding and a car came up beside us with another crowd of girls they said let's go for a race, we started off to gather for a good piece we both kept right up together but their car so got ahead, so we put more gas to the car and we come up with them and got ahead, but Only for a few minute's for they were soon up with us again and passed, it seemed that we could never catch them, every time we got any where near them they began to go faster, After awhile we come up with them and we kept up with each Other for quite awhile then we got ahead of them, we stayed ahead of them the rest of the time they never got ahead of us again they would nearly catch us but never did talking about be excited I certainly was from the beginning to the ending. When we came to the appointed place where we were to stop we put On brakes but slid a good piece father and when we got Out we did not see the Other car car in sight, we got back in the car and went to look for them, we found them a peice down the road they had given Out of gasoline we won the race but it was not Altogether a fair victory.

Grade XII—The Best—Score, 6.60

(Alachua Median, 5.70; Standard Median, 6.68.)

The Most Exciting Ride I Ever Had

The most exciting ride I ever had was when I was about six years old. I lived about seventeen miles up the Manatee river from Bradentown. My father drove in town one day for suplies, and caried me

with him. He was driving a very large fine horse hitched to a wagon. This horse had some very good qualities and traits, and also some bad ones. So after we had gotten to town and had the wagon loaded up with various things from straight pins to victrolas including groceries, stock feeds, farm impliments, we had to cross the river. So while driving about midway the bridge and river a small launch came thru under the bridge. The horse not liking this began to back as this was one of his bad traits. My father to stop him but failed so we backed the wagon up against the railing which was wood and rotten at that. So of course I fell off and my father jumped after me so as to get me out from the way of the wagon. Then the wagon went in upside down, as it happened the water wasn't very deep and by the aid of some of the men on the bridge they cut the harness and saived the horse

APPENDIX C

Uses of Intelligent and Achievement Tests in 215 Cities of the United States

The data for the following tables were secured by the Bureau of Education, Washington, D. C., through questionnaires sent to all superintendents of schools in cities of 10,000 or more population. The tables give the data thus obtained from 35 cities of 100,000 or more population, 65 cities between 30,000 and 100,000 and 115 cities between 10,000 and 30,000.

The facts just stated, and the tables given below are taken from City School Leaflet, No. 20, March, 1925, published by the Bureau of Education. The leaflet was prepared by W. S. Deffenbaugh, chief of the City School Division, Bureau of Education.

TABLE 1.—Purposes for which group intelligence tests are used in elementary, junior high, and high schools in cities having a population of 10,000 and more—215 cities reporting.

Purposes for which tests are used	Elementary schools		Junior high schools		High Schools	
	Per cent of cities	Rank of purpose	Per cent of cities	Rank of purpose	Per cent of cities	Rank of purpose
Supplementing teachers' estimates of pupils' ability	62	2	44	2	33	2
Diagnosis of cause of failure	46	3	29	3	24	3
Establishment of classes for subnormal children	43	4	14	10	7	13
Extra promotions	40	5	21	4	8	11
Comparison with other school systems	26	6	18	7	13	7
Admission to first grade of elementary school	25	7	0	21	0	21
Placement of new pupils from other schools	23	8	19	6	10	10
Regular promotion of pupils	22	9	15	9	6	15
Determining comparative efficiency of teachers	20	10	11	13	10	9
Establishment of classes for supernormal children	20	11	6	17	2	20
Diagnosis of cause of success	19	12	16	8	12	8
Demotions	17	13	8	16	7	12
Determining changes in method of presentation of lessons	14	14	13	11	6	15
Determining changes in subject matter of courses of study	11	15	9	14	7	14
Determining class marks	10	166	7	19	4	18
Establishing special supervised study groups	8	17	6	17	3	19
Vocational guidance	0	....	13	12	17	6
Determining number of courses to be carried at one time by high school pupils	0	....	9	14	21	5
Guidance in the selection of high school course	0	....	19	5	24	4
Admission to organized school activities	0	....	3	20	5	17

TABLE 2.—Purposes for which individual intelligence tests are used in elementary, junior high, and high schools in cities having a population of 10,000 and more—215 cities reporting.

Purposes for which tests are used	Elementary schools		Junior high schools		High Schools	
	Per cent of cities	Rank of purpose	Per cent of cities	Rank of purpose	Per cent of cities	Rank of purpose
Establishment of classes for subnormal children	67	1	18	3	8	7
Classification of pupils into homogeneous groups	40	2	22	2	14	3
Supplementing teachers' estimates of pupils' ability	38	3	24	1	14	3
Diagnosis of cause of failure	37	4	23	4	25	1
Extra promotions	33	5	16	5	7	10
Demotions	25	6	9	7	4	16
Placement of new pupils from other schools	23	7	9	8	5	12
Diagnosis of cause of success	16	8	12	6	11	4
Regular promotion of pupils	13	9	7	10	2	19
Establishment of classes for supernormal children	13	10	8	9	5	15
Admission to first grade of elementary school	12	11	....	....	....	....
Determining comparative efficiency of teachers	9	12	6	13	7	8
Comparison with other school systems	8	13	5	14	7	9
Determining changes in method of presentation of lessons	8	14	5	15	5	13
Determining changes in subpect matter of courses of study	7	15	4	17	5	14
Establishing special supervised study groups	5	16	4	16	1	20
Determining class marks	4	17	3	19	3	17
Vocational guidance	....	....	7	11	10	6
Guidance in selection of high-school course	....	....	7	12	10	5
Admission to organized school activities	....	....	2	20	3	18
Determining number of courses to be carried at one time by high-school pupils	....	....	4	18	7	11

TABLE 3.—Purposes for which standardized educational tests are used in elementary, junior high, and high schools in cities having a population of 10,000 and more—215 cities reporting.

Purposes for which tests are used	Elementary schools		Junior high schools		High Schools	
	Per cent of cities	Rank of purpose	Per cent of cities	Rank of purpose	Per cent of cities	Rank of purpose
Supplementing teachers' estimates of pupils' ability	61	1	41	1	27	1
Comparison with other school systems	57	2	34	3	16	3
Classification of pupils into homobeneous groups	54	3	35	2	20	2
Diagnosis of cause of failure	44	4	28	4	14	5
Extra promotions	41	5	26	5	9	8
Determining comparative efficiency of teachers	38	6	18	7	15	4
Regular promotion of pupils	32	7	21	6	7	11
Placement of new pupils from other schools	27	8	15	9	6	16
Establishment of classes for subnormal children	25	9	9	15	2	18
Determining changes in method of presentation of lessons	20	10	15	8	8	10
Determining changes in subject matter of courses of study	20	11	14	11	7	12
Demotions	19	12	8	16	3	17
Diagnosis of cause of success	18	13	15	10	6	15
Determining class marks	14	14	10	14	6	14
Establishment of classes for supernormal children	11	15	6	17	1	20
Establishing special supervised study groups	10	16	5	18	2	18
Guidance in the selection of high-school course	....	....	12	12	10	6
Vocational guidance	....	....	11	13	9	7
Admission to organized school activities	....	....	3	20	7	11
Determining number of courses to be carried at one time by high-school pupils	....	....	4	19	9	7

APPENDIX D

Publishers and Distributors of Tests and Scales Used in This Study, and of Other Standard Tests and Measurements

Bureau of Cooperative Research, Indiana University, Bloomington, Indiana.
Bureau of Cooperative Research, University of Minnesota, Minneapolis, Minn.
Bureau of Educational Measurements, Kansas State Normal School, Emporia, Kan.
Bureau of Educational Research, University of Illinois, Urbana, Ill.
Bureau of Publications, Teachers College, New York, N. Y.
Strayer-Engelhardt Score Card for City School Buildings
Educational Extension Service, University of Iowa, Iowa City, Iowa.
Public School Publishing Company, Bloomington, Ill.
Ayers Handwriting Scale, Gettysburg Edition.
Buckingham Extension of the Ayre Spelling Scale.
Harlan Test for Information in American History.
World Book Company, Yonkers-on-Hudson, N. Y.
Hudelson English Composition Scale.
Otis Group Intelligence Scale.

APPENDIX E

Bibliography Used by Students in Education III*b*, and Education 111*b*. The Books Marked With an Asterisk (*) Were Especially Helpful in This Study; Those Marked With a Dagger (†) Are for Advanced Students; and Those Marked With a Double Dagger (††) Are Recent Books Not Available for Class Use When This Study Was Made.

I. Names and Addresses of Publishers

The names and addresses of publishers of books, pamphlets and periodicals in this bibliography are given below, preceded by abbreviations used in the list that follows:

A. B. Co. American Book Company, New York.
Appleton. D. Appleton & Co., New York.
Bruce. Bruce Publishing Company, Milwaukee, Wis.
Bu. of Educ. Bureau of Education, Washington, D. C.
Century. Century Company, New York.
Character. Character Education Company, Washington, D. C.
Dutton. E. P. Dutton & Co., New York.
Funk & Wagnalls Company, New York.
Harcourt. Harcourt, Brace & Co., New York.
Heath. D. C. Heath & Co., New York.
H. M. Co. Houghton Mifflin Company, Boston.
Harper. The Harper Press, Philadelphia.
Holt. Henry Holt & Co., New York.
Johnson Publishing Company, Richmond, Va.
Lipp. J. B. Lippincott & Co., Philadelphia.
Macm. Macmillan Company, New York.
Merrill. Charles E. Merrill Company, New York.
N. E. A. National Education Association, Washington, D. C.
Princeton. Princeton University Press.
Pub. Sch. Pub. Co. Public School Publishing Company, Bloomington, Illinois.
Scribners. Charles Scribner's Sons, New York.

S. B. & Co. Silver, Burdett & Co., Chicago.
Teach. Col. Teachers College, University of Florida, Gainesville.
Viewpoint. American Viewpoint Society, New York.
Warwick. Warwick & York, Baltimore, Md.
World. World Book Company, Yonkers-on-Hudson, New York.

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The College of Pharmacy

University of Florida

Gainesville, Florida

Catalog and Announcements

1925-26

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THE COLLEGE OF PHARMACY

UNIVERSITY OF FLORIDA

1925-1926

1925—September 14, *Monday*	Examination for Admission. Registration of Students. First Semester begins.
October 3, *Saturday, 2:00 p. m.*	Re-examinations.
2:00 p. m.	Meeting of General Faculty.
November 11, *Wednesday*	Armistice Day.
November 26, *Thursday*	Thanksgiving Day.
December 18, *Friday, 12:00 noon*	Christmas Recess begins.
1926—January 4, *Monday*	Christmas Recess ends.
January 5, *Tuesday, 8:00 a. m.*	Resumption of Classes.
January 30, *Saturday*	First Semester ends.
February 1, *Monday, 8:00 a. m.*	Second Semester begins.
February 13, *Saturday, 2:00 p. m.*	Meeting of General Faculty.
March 6, *Saturday, 2:00 p. m.*	Re-examinations.
June 5, *Saturday, 2:00*	Meeting of General Faculty.
June 6 to 8	Commencement exercises.
June 6, *Sunday, 11:00 a. m.*	Baccalaureate Sermon.
June 7, *Monday*	Annual Alumni Meeting. Class-Day Exercises. Oratorical Contests.
June 8, *Tuesday, 10:00 a. m.*	Graduating Day.

BOARD OF CONTROL

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UNIVERSITY COUNCIL

ALBERT A. MURPHREE, LL.D.....*President of the University*
JAS. M. FARR, PH.D.....*Vice-President of the University*
JAS. N. ANDERSON, PH.D.....*Dean of the College of Arts and Sciences*
WILMON NEWELL, D.SC.....*Dean of the College of Agriculture*
J. R. BENTON, PH.D.....*Dean of the College of Engineering*
HARRY R. TRUSLER, LL.B.....*Dean of the College of Law*
JAS. W. NORMAN, PH.D.....*Dean of the Teachers College*
TOWNES R. LEIGH, PH.D.....*Dean of the College of Pharmacy*

THE COLLEGE OF PHARMACY

FACULTY

ALBERT ALEXANDER MURPHREE, A.M., LL.D.
President.

JAMES MARION FARR, A.M., PH.D. (Johns Hopkins),
Vice-President.
Professor of English Language and Literature.

TOWNES RANDOLPH LEIGH, A.M., PH.D. (Chicago),
Dean, College of Pharmacy and Professor of Chemistry.

PHARMACY

WILLIAM J. HUSA, PH.C., A.M., PH.D. (Iowa),
Professor of Pharmacy.

FRANCOIS ARCHIBALD GILFILLAN, PH.C., B.S. (Pharm.), PH.D. (Yale),
Professor of Pharmacy.

PHARMACOGNOSY AND PHARMACOLOGY

FRANKLIN J. BACON, PH.G., B.S. (Pharm.), M.S., PH.D. (Wisconsin)
Professor of Pharmacognosy and Pharmacology

ALBERT WHITMAN SWEET, M.A., PH.D. (Brown),
Professor of Pharmacology.

.....*
Instructor in Pharmacognosy.

CHEMISTRY

TOWNES RANDOLPH LEIGH, A.M., PH.D. (Chicago),
Professor of Chemistry.

ALVIN PERCY BLACK, A.B.,
Professor of Chemistry.

WILLIAM HERMAN BEISLER, M.Sc., D.Sc. (Princeton),
Professor of Chemistry.

FRED H. HEATH, B.S., PH.D. (Yale),
Professor of Chemistry.

VESTUS T. JACKSON, M.S., PH.D. (Chicago),
Assistant Professor of Chemistry.

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*To be appointed.

HAROLD G. ODDY, A.M. PH.D. (Toronto),
Assistant Professor of Chemistry.

BIOLOGY

J. SPEED ROGERS, A.B., M.A.,
Professor of Biology and Geology.

MADISON DERRELL CODY, M.A.
Professor of Botany and Bacteriology.

THEODORE H. HUBBELL, A.B.,
Instructor in Biology and Geology.

PHYSICS

JOHN ROBERT BENTON, B.A., PH.D. (Göttingen),
Professor of Physics.
and other Instructors of the Department.

ANCIENT LANGUAGES

JAMES NESBIT ANDERSON, M.A., PH.D. (Johns Hopkins),
Professor of Ancient Languages.

ENGLISH LANGUAGE AND LITERATURE

JAMES MARION FARR, A.M., PH.D. (Johns Hopkins),
Profcssor of English Langage and Literature.
and other Instructors of the Department.

MATHEMATICS

THOMAS MARSHALL SIMPSON, M.A., PH.D. (Wisconsin),
Professor of Mathematics.
and other Instructors of the Department.

MODERN LANGUAGES

CHARLES LANGLEY CROW, M.A., PH.D. (Göttingen),
Professor of Modern Languages.
and other Instructors of the Department.

PHYSICAL EDUCATION

JAMES L. WHITE, JR., B.S.,
Director, Physical Education and Athletics.
and other Instructors of the Department.

MILITARY SCIENCE

MAJOR ARTHUR C. TIPTON, Infantry, United States Army,
Commandant of Cadets, and Professor of Military Science and Tactics
and other Instructors of the Department.

BLANCHE WINFIELD LEIGH, A.M.,
Secretary to the Dean.

KLEIN H. GRAHAM,
Auditor and Purchasing Agent.

CORA MILTIMORE, A.B.,
Librarian.

ETHEL LORRAINE COWAN,
Registrar.

G. C. TILLMAN, M.D.,
University Physician.

ROSA GRIMES,
Graduate Nurse in Charge of the Infirmary.

STUDENT ASSISTANTS

Pharmacy

STATON H. CHANCE
BRADLEY L. DANSBY
THOMAS J. EDWARDS

Pharmacology and Pharmacognosy

BURTON N. WORK

Chemistry

J. M. PEARCE
R. J. VAUGHAN
A. E. JAMES
J. M. BOYD
J. A. OGG
C. C. SWOOPE

GENERAL STATEMENT

AIM AND SCOPE.—The School of Pharmacy was established in the University in 1923. In the spring of 1925, the name was changed to the College of Pharmacy, which was in keeping with the increase in the faculty, the student enrollment and the curriculum. The College is governed by the same general policy that is characteristic of the University. The method of work differs in no essential from that adopted by the other scientific departments. A large amount of laboratory instruction is one requirement; since none of the natural sciences can be adequately taught without considerable instruction in the laboratory, and, when necessary, in the field.

There is a distinct advantage in studying pharmacy in the University, where the students of pharmacy share all the advantages and enjoy the spirit of a great educational establishment, which increases the incentive to prepare themselves to meet the requirements of the trend of pharmaceutical education.

The College of Pharmacy makes consistent endeavor to provide a well balanced course in pharmacy, chemistry and allied subjects that will fit students not only for the prescription counter and commercial pharmacy, but also for a great variety of professional positions in pharmaceutical chemistry as well. The training in pharmacy in this school is, moreover, especially valuable to a person desiring to engage in the manufacture of chemical or medical products.

The following are some of the fields open to capable pharmacists: as proprietors, managers and prescription clerks in pharmacies; as pharmacists, chemists, department managers or traveling salesmen for wholesale drug firms; as pharmacists in private, municipal and state hospitals; as pharmacists in the Army and Navy; as chemists and bacteriologists in municipal and state public health laboratories; as chemists and managers in the production departments of pharmaceutical and chemical manufacturing houses; as chemists for importers and jobbers of drugs, groceries and other food products; as clinical chemists for physicians; as science teachers in high schools and colleges; as food and drug inspectors in

government service; and as research chemists in scientific and industrial laboratories. Success in the higher positions depends largely on the student's native ability and desire for achievement.

The American Conference of Pharmaceutical Faculties summarizes the following arguments in favor of requiring a degree from a college of pharmacy of applicants for license:

"Public welfare requires the services of well trained pharmacists. Such training can be given to best advantage in a college of pharmacy; much of it, only in a college of pharmacy. The evolution of pharmacy has carried us beyond the point where it is simply 'an apprenticeship profession.' While drug store experience is essential, college training is necessary to keep pace with the times and keep pharmacy abreast of the other professions—all of which now demand college training as part of the professional man's equipment.

"The prerequisite of college graduation affords the most acceptable basis for reciprocal agreements between the States. So many of the States now have prerequisite laws that reciprocal registration from non-prerequisites States becomes increasingly difficult. The National Association of Boards of Pharmacy recognizes this fact and thoroughly approves the prerequisite standard. It has also the approval of the American Pharmaceutical Association, the American Conference of Pharmaceutical Faculties, and The National Association of Retail Druggists.

"The young man entering pharmacy now without a college training will find himself at a great disadvantage in years to come when brought into competition with the college trained man. Both physicians and patrons have more confidence in the man who has received such training, and he, furthermore, has the confidence in himself which is essential to success. It is, therefore, a favor to the young man about to enter pharmacy to require of him a college training.

"College graduation furnishes the necessary foundation for qualifying the pharmacist as an expert in dispensing. When all pharmacists are college trained and when physicians recognize that the pharmacist is an expert in dispensing, that because of his training and equipment he is better qualified to compound and dispense than the physician himself, there will be lessening of self-dispensing, and physicans will to a great extent abandon the practice of prescribing the 'ready-made' remedies now prevalent.

"The prerequisite would result in bringing into pharmacy a better educated and more desirable class of young men and women, who would be attracted by its professional character.

"The present and future advancement of pharmacy requires a better professional preparation. The sciences underlying pharmacy: chemistry, physics, botany, and physiology, have developed with wonderful rapidity during the last decade. Medicine has also made great forward strides. Pharmacy must keep up the pace, in a measure at least, or lose entirely its professional status."

The College of Pharmacy owes its existence, in a great degree, to the splendid efforts of the Florida State Pharmaceutical Association and the Florida State Board of Pharmacy.

In his presidential address in 1922, Mr. W. G. Perry, speaking for the Florida State Pharmaceutical Association said:

"The day of the private institution for teaching pharmacy, valuable as it once was, has gone by. Laboratory equipment, and the modern accessories of teaching now needed, mean the establishment of a plant which only the state or a richly endowed institution can finance.

"So we should work for our University School of Pharmacy. Reconstruction of educational methods since the cessation of the world war has given a new impetus to the study of pharmacy, and the ablest thinkers in the calling are unanimous in the belief that higher entrance requirements and more scientific training are necessary to meet the demand for well-trained pharmacists. It is argued that not until the average druggist becomes something more than a commercial handler of medicines can he hope to be recognized as a professional man or to be considered as a promising candidate for a commission in the government service. Surely the trained pharmacist is needed to assist the physician in his work and unless he is competent to make analyses, bacterial determinations and related investigations, qualifications which can be learned only through the college and laboratory, his opportunities for advancement will be of little avail."

During the administration of President J. J. Gerig of the Association, a committee, headed by F. C. Groover, was appointed to co-operate with the University in the establishment of the School of Pharmacy. The excellent service by this committee resulted in the druggists of this state pledging $5000.00 to augment the legislative appropriation made for the School of Pharmacy. This sum was paid to the Auditor of the University before the expiration of the time limit of the pledge.

The Ladies' Auxiliary of the Florida State Pharmaceutical Association, of which Mrs. Leon Hale is president, provided many current journals and books for the Library of the College of Pharmacy.

Information as to requirements for admission to the practice of pharmacy in Florida may be secured from Mr. J. H. Haughton, Secretary of the Florida State Board of Pharmacy, Palatka, Fla.

LOCATION

The advantages that Gainesville presents as the seat of the University are numerous. It is centrally located and easy of access. It has well paved, lighted, and shaded streets, an exceptionally pure water supply, and a good sewerage system. The citizens are energetic, progressive, and hospitable. The moral atmosphere is wholesome. The leading religious denominations have attractive places of worship.

EQUIPMENT

The University occupies a tract of six hundred and thirteen acres, situated in the western extremity of Gainesville. Ninety acres of this tract are devoted to campus, drillgrounds, and athletic fields; the remainder is used by the College of Agriculture.

The University is one of the few institutions in the United States that made plans before laying the foundation of a single building for all future development of the campus, as far as this could be foreseen. Consequently the campus presents an harmonious appearance. The liberality of the State has permitted the erection of substantial and attractive modern buildings as fast as they were needed.

There are at present fifteen brick buildings upon the campus, and a few frame ones. The following buildings are of particular interest to students of the School of Pharmacy:

The two dormitories, *Thomas Hall* and *Buckman Hall*, brick and concrete structures, three stories in height, sixty feet in width and three hundred and two hundred and forty feet, respectively, in length. They are built in fire-proof sections, each containing twelve suites of dormitory-rooms and on each floor of each section a shower-bath, lavatory and toilet.

Science Hall, a brick and concrete building of two stories and a finished basement, one hundred and thirty-five feet long and sixty-six feet wide. It contains the class rooms and laboratories of the Departments of Chemistry, Pharmacy and Biology. The laboratories are adequately equipped with instruments of precision for the teaching of the technique and manipulations involved in chemical and analytical work, in operative pharmacy, bacteriology, botany and toxicology.

George Peabody Hall, erected primarily to house the Department of Education and Philosophy, furnishes space for the Department of Pharmacology and Pharmacognosy, whose laboratories are especially well equipped.

The Administration Building when completed will be the outstanding architectural feature of the campus, and will cost $800,000. The first unit, costing $200,000, includes an auditorium which accommodates 2,200 persons. In this magnificent cathedral auditorium is the great Andrew Anderson

organ, costing $50,000, the gift of Dr. Andrew Anderson, of St. Augustine.

Language Hall, a brick and stone structure of three stories, one hundred and thirty-five feet long and sixty-six feet wide. It is the home of the College of Arts and Sciences and provides classrooms and offices for the Departments of Languages, History and Economics, Mathematics, Sociology and Political Science, together with the administrative offices of the University. In the basement are the bookstore and the offices and presses of the *Alligator.*

The *University Library Building,* a brick and terra-cotta structure two stories high, one hundred and forty-six by one hundred and sixty-seven feet containing a large reference room, a reserve book reading room and offices. The Library contains about 40,000 volumes.

The *Pharmaceutical Library* is located in Science Hall and contains books and journals from which the student of pharmacy may obtain professional information.

Gymnasium, a brick and stone structure of two stories (one of which is mezzanine) and basement, one hundred and six feet long and fifty-three feet wide. It is heated by steam, is fully supplied with hot water, and is well lighted and ventilated. The main floor is used as an auditorium and gymnasium. A gallery extending around the whole room provides space for the spectators at gymnastic exhibitions. The basement contains rooms for the director and for University and visiting teams, and for lockers, shower-baths and toilets. Adjacent is a swimming pool, thirty-six feet long, twenty-four feet wide, and from four and a half to seven feet deep.

The *University Commons,* a brick building of one story and basement, one hundred and fourteen feet long and forty-two feet wide, with a wing forty-nine feet long and twenty-seven feet wide. It provides a large dining-hall and kitchen. A wooden annex, one hundred and twenty feet long by sixty feet wide, is now used as a Y. M. C. A. "Hut".

The *Hospital,* located near the Y. M. C. A. "Hut", has been equipped with accommodations for twenty-five men.

ATHLETICS.—The University has provided a hard-surfaced athletic field, including two football gridirons, baseball dia-

mond, with grandstand and enclosed field, and tennis-court facilities. A basketball court and concrete swimming-pool also are located on the campus.

MILITARY.—Military equipment of a value of more than $50,000 is available for military instruction.

NEW PHARMACY AND CHEMISTRY BUILDING.—An excellent new building which will accommodate the College of Pharmacy and the Department of Chemistry has been projected. It is expected that the first section, costing $220,000, will be ready for occupancy in the fall of 1926.

DRUG GARDEN.—Work has been started for the development of a garden of medicinal plants, which will be a great adjunct to the College of Pharmacy. Already many seeds and plants have been started and considerable progress has been made on a museum of drug specimens, including mounted pressed plants. This department has enjoyed the cooperation of the United States Bureau of Plant Industry, the State Commissioner of Agriculture and the Federated Garden Clubs of America.

REGULATIONS

SUPERVISION.—An *Officer in Charge,* occupying quarters in one of the dormitories, has immediate supervision of the general life of the student-body.

OFFENSES AGAINST GOOD CONDUCT—Any offense against good conduct, in the ordinary meaning of the word, renders a student liable to discipline, whether or not a formal rule against the offense has been published.

The following offenses will be treated with special severity: disrespect to an officer of the University; wanton destruction of property; gambling; having revolvers in possession on the University grounds.

HAZING.—No student will be assigned to a room in a dormitory until he has been matriculated and has signed the following pledge:

"I hereby promise upon my word of honor, without any mental reservation whatsoever, to refrain from all forms of hazing while I am connected with the University of Florida."

ATTENDANCE UPON UNIVERSITY DUTIES.—A student who accumulates three unexcused absences from drill, or ten from

lecture or recitation, will be given a severe reprimand and parent or guardian will be notified. Two additional unexcused absences will cause his dismissal from the University for the remainder of the academic year.

Students and faculty are expected to attend the weekly convocations at the Auditorium at ten a.m., Tuesday and Thursday. However, attendance of juniors, seniors and graduates may be optional on Thursday. Four unexcused absences from these convocations per semester will endanger the student's position in the University.

A student who, because of ill health or of outside demands upon his time, finds it impossible to be regular in his attendance upon University duties, is requested to withdraw; but this does not in any way reflect upon his good standing.

Delinquencies in University duties are reported to the Registrar, who brings them to the attention of the students concerned and requires a prompt explanation to be made. A careful record of all delinquencies is kept.

STUDIES

No applicant for a degree shall be allowed to make a change in the curriculum selected, unless such change be submitted to the faculty of his college at its first meeting in the semester in which the change is desired and be approved by a two-thirds vote of those present.

CONDITIONS.—A student prepared to take up most of the studies of a certain year in a regular curriculum, but deficient in some, will be permitted to proceed with the work of that year subject to the *condition* that he make up the deficiency. In the event of conflicts in the schedule or of excessive quantity of work, higher studies must give way to lower.

MINIMUM AND MAXIMUM HOURS.—The student must take at least fourteen hours of work and in general will not be permitted to take more than twenty; but if in the preceding semester he has attained an average of eighty-seven or more and has not failed in any subject he may be permitted to take as many as twenty-one hours, and if he has attained an average of ninety with no failures he may be permitted to take as many as twenty-three hours.

Two hours of laboratory work are considered equivalent to one hour of recitation.

CHANGES IN STUDIES.—A student once registered is not permitted to discontinue a class or to begin an additional one without written permission from the Dean of the College of Pharmacy, which must be shown to the instructor involved; and if he is undergoing military training, he will not be permitted to discontinue that work on account of transferring, within a particular year, to a college in which military instruction is not compulsory. A student who has been registered for two weeks will not be permitted to make any change in studies, except during the first two days of the second semester, without the payment of a fee of two dollars ($2.00).

GRADES AND REPORTS.—Each instructor keeps a record of the quality of work done in his classes and monthly assigns each student a grade, on the scale of 100. This grade is reported to the Registrar for permanent record and for entry upon a monthly report to the student's parent or guardian.

If the monthly grades of a student are unsatisfactory, he may be required to drop some of his studies and substitute those of a lower class, or he may be required to withdraw from the University.

EXAMINATIONS.—Examinations on the ground covered are held at the end of each semester.

FAILURE IN STUDIES.—A final grade, based upon the examination and the monthly grades, is assigned for each semester's work. If this grade falls below 75, the student is considered to have failed and may proceed only subject to a condition in the study in which failure has occurred.

A student failing in more than fifty per cent of his class hours for two consecutive months, will be dropped for the remainder of the College year. Students so dropped will be entitled to honorable dismissal, unless their failure is clearly due to negligence. Upon petition, such a student may, at the discretion of the President of the University and the Dean of his College, be reinstated upon such terms as to them may seem best.

RE-EXAMINATIONS.—A student who has made a semester grade of 60 or more, but less than 75, in any subject shall be entitled to a re-examination in that subject on the first Saturday of March or of October; altho a senior failing on an

examination at the end of the second semester shall be allowed a re-examination during the week preceding commencement. Only one re-examination in any subject is permitted; in case of failure to pass this, with a grade of 85, the student must repeat the semester's work in that subject.

SPECIAL STUDENTS.—Students desiring to take special courses will be allowed to take those classes for which they may be prepared. The number of such students in a college is, however, restricted to not more than twenty-five per cent of its enrolment. These students are subject to all the laws and regulations of the University. Special courses do not lead to a degree.

The University permits special courses to be taken solely in order to provide for the occasional exceptional requirements of individual students. Abuse of this privilege, for the sake of avoiding studies that may be distasteful, cannot be tolerated. Accordingly, no minor is permitted to enter as a special student except upon written request of his parent or guardian. Minor special students must offer fifteen entrance units.

ADULT SPECIALS.—Persons twenty-one or more years of age who cannot satisfy the entrance requirements, but who give evidence of ability to profit by the courses they may take, may, under exceptional circumstances, be admitted as "Adult Specials". Such students appear before the Committee on Admission for enrolment and are not excused from military duty; altho, if more than twenty-two years of age, they may, under certain conditions, secure exemption.

CLASSIFICATION OF IRREGULAR STUDENTS.—Until all entrance credits have been satisfied a student shall not rank higher than a freshman; a student deficient in any freshman work shall not rank higher than a sophomore; and one deficient in sophomore work not higher than a junior. But a special student is not considered as belonging to any of the regular classes.

When special students make up their deficiencies they may become regular students and candidates for a degree.

ATHLETIC TEAMS, MUSICAL AND OTHER CLUBS

ABSENCES ON ACCOUNT OF ATHLETICS, ETC.—The members of regular athletic teams, of musical and of other student

organizations, together with necessary substitutes and managers, are permitted to be absent from their University duties for such time, not to exceed nine days per semester, as may be necessary to take part in games, concerts, etc., away from Gainesville. All classwork missed on account of such trips must be made up, as promptly as possible, at such hours as may be arranged by the professors concerned. All drills missed, which so reduce the semester total that it averages less than three hours per week, must be made up before semester credits can be given.

SCHEDULES.—Schedules of games, concerts, etc., must be arranged so as to interfere as little as possible with University duties. Schedules of games must receive the approval of the Committee on Athletics; schedules of concerts, of dramatic entertainments, etc., the approval of the Committee on Student Organizations.

HONOR SOCIETIES

Students of the College of Pharmacy will have the opportunity of winning such honors and medals for which they are entitled to compete. (See page 22.) A chapter of the honor society of Phi Kappa Phi was established at the University during the spring of 1912. The Gamma Sigma Epsilon Fraternity, a national honorary chemical society, granted a chapter to the Department of Chemistry in 1921.

EXPENSES

UNIVERSITY CHARGES.—*Tuition.*—In the College of Pharmacy a student whose legal residence is in Florida* is subject to no charge for tuition; a student who is not a legal resident of the State is required to pay a tuition fee of one hundred dollars ($100.00) per year.

Registration and Contingent Fee.—This fee of seven and one-half dollars ($7.50) per year is charged all students, except graduate students, whose courses have been approved by the Committee on Graduate Work. Such graduate students pay an annual fee of $2.50.

In no case do these fees include laboratory fees.

**A legal resident is one whose parent or guardian is a registered qualified voter in the State of Florida. A student over 21 years of age becomes a legal resident when he is a qualified, registered voter in this state.*

An additional fee of two dollars ($2.00) is required of students who enter after the day scheduled for registration.

Registration is not complete until all University bills are paid. Those who fail to meet this obligation are not regarded as members of the University. Fees must be paid within five days after entrance to classes; otherwise an additional fee of $2.00 will be required.

Each student should file his registration card with the Registrar not later than two weeks after the date of his enrollment. Failure to do this will cause his name to be dropped from the student roll.

Students who are assigned to student service will be required to pay their fees at the beginning of the semester in cash; and at the end of the semester, or at such time as the service to which they are assigned is completed, the University will pay them in cash for the work done. The Auditor is not permitted to extend credit on fees. No exception will be made to this rule of the Board of Control.

No refund of any fees will be made after ten days from date of registration. Positively no exception to this rule will be permitted.

Student Activity Fee.—This fee of twenty-six dollars ($26.00), payable on entrance, was voted by the students and approved by the Board of Control. The moneys so derived are used to foster and maintain athletic sports, student publications, literary and debating societies, and other student activities, All students are required to pay this fee, except those registered as graduate students with the Committee on Graduate Work.*

Laboratory Fees.—A small fee is required for each course that includes laboratory work, to cover cost of consumable materials, wear and tear of apparatus, and similar items. The amount of the fee varies with the different courses, in no case exceeding $6.00 per semester for any one course. In every case payment in advance is required.

Infirmary Fee.—All students are charged an infirmary fee of five dollars ($5.00). This secures for the student, in case of illness, the privilege of a bed in the infirmary and the

*Such graduate students not paying this fee are not permitted to participate in the privileges and benefits of student activities.

services of a professional nurse and of the resident physician, except in cases involving major operations. All students will be given a careful physical examination at the beginning of the session. Board is charged at the rate of one dollar a day. A refund of seventy-five cents a day is allowed if a student is boarding at the Commons.

Diploma Fee.—A diploma fee of five dollars ($5.00), payable on or before April 1st of the year of graduation, is charged all candidates for degrees.

Board and Lodging.—Board, lodging, and janitor service will be furnished by the University at a cost of eighty-seven dollars and fifty cents ($87.50) per semester (not including the Christmas vacation). To get advantage of this rate, payment must be made at the beginning of each semester. No refund will be made for less than a month's absence. When not engaged by the semester, board and lodging will be furnished at twenty-two dollars and fifty cents ($22.50) per month.

Under *Board and Lodging* are included meals in the commons and room (with heat, light, janitor service, and access to a bathroom), furnished as stated below. The doors of the rooms are provided with Yale locks. A deposit of 50 cents is required for each key, which will be returned when the key is surrendered. *Janitor service* includes the care of rooms by maids, under the supervision of a competent housekeeper.

Board and lodging in private homes may be secured at the rate of thirty-five to forty dollars ($35.-$40.00) per month.

Board without Lodging.—Board without lodging will be furnished at the rate of $20.00 per calendar month, payable in advance. No part of this sum will be refunded.

Lodging without Board.—Lodging without board is not furnished.*

Furniture.—All rooms are partly furnished and adjoin bathrooms equipt with marble basin and shower with both hot and cold water. The furniture consists of two iron bed-

*Attention is called here, however, to the large number of rooming-houses near the campus that have recently been built.

steads and mattresses, chiffonier or bureau, table, washstand, and chairs. The students are required to provide pillows, bedding, towels and toilet articles for their own use.

Books.—The average cost of books to the students of pharmacy is between $12.00 and $20.00 per annum.

REMITTANCES.—*All remittances should be made to the Auditor, University of Florida, Gainesville, Fla.*

OPPORTUNITIES FOR EARNING EXPENSES.—It is often possible for a student to earn a part of his expenses by working during hours not required for his University duties.

A few students are employed as waiters, as janitors, and in other capacities. Such employment is not, as a rule, given to a student otherwise financially able to attend the University, nor is it given to one who fails in any study. Application for employment should be made to Dr. J. E. Turlington, Chairman of the Self-Help Committee.

Altho the employment of students is designed to assist those in need of funds, the payment for their services is in no sense a charity. The rate of remuneration is no higher and the standard of service demanded is no lower than would be the case if the work were done by others than students. If a student employee fails to give satisfaction, he is discharged. Otherwise, provided it is not found to interfere with reasonable success in his studies and provided he does not commit any breach of good conduct, he is continued in his position as long as he cares to hold it.

Great credit is due those willing to make the necessary sacrifices, nevertheless students are advised not to undertake to earn money while pursuing their studies, unless such action is unavoidable. Proper attention to studies makes sufficient demand upon the time and energy of a student, without the burden of outside duties; such time as the studies leave free can be spent more profitably in recreation.

SCHOLARSHIPS AND LOAN FUNDS

GROOVER-STEWART SCHOLARSHIP.—Through the generosity of the Groover-Stewart Drug Company, Jacksonville, Tampa and Miami, Fla., a three-year scholarship, valued at One Thousand ($1,000.00) Dollars, i. e., $333 1-3 yearly, has been established in the School of Pharmacy, University of

Florida, leading to the degree of Pharmaceutical Chemist (Ph.C.) for the benefit of young men of the State who desire to prepare for the profession of Pharmacy. This scholarship will be awarded under the following conditions:

The scholarship is to be awarded annually by competitive examination, and is open to the graduates of Florida Senior High Schools, which have been accredited by the State Department of Education, for entrance upon regular course of study beginning in September of the current year. The examination for the scholarship is to be prepared and conducted by the University faculty in Gainesville, the time to be selected by them, and the student passing the most creditable examination will be awarded the scholarship.

OTHER SCHOLARSHIPS.—Thru the generosity of friends, the University is able to offer several scholarships. Application for a scholarship should be made to the President of the University and should be accompanined by a record of the student's work, statement of his need, and testimonials as to his character. To secure a scholarship:

(a) The student must actually need this financial help to enable him to attend the University.

(b) He must be of good character and habits and sufficiently far advanced to enter not lower than the Freshman Class.

For list of scholarships consult the catalogue of the University of Florida.

The Ladies' Auxiliary Fund.—The Ladies' Auxiliary of the Florida State Pharmaceutical Association has established a loan fund for deserving students of pharmacy needing assistance. Application should be made to Mrs. Leon Hale, P. O. Box 872, Tampa, Florida.

For information concerning other loan funds consult the catalogue of the University of of Florida.

AWARDS AND MEDALS

Mr. F. C. Groover, President of the Groover-Stewart Drug Company, offers a large Silver Loving Cup, upon which will be engraved annually, the class in the College of Pharmacy making the highest general average in scholarship. The cup is kept in the Trophy case in the College of Pharmacy.

Mr. D. W. Ramsaur of Jasksonville offers a Gold Medal and an engraved certificate to that graduate of the College of Pharmacy making the highest average grade in scholarship, and evincing leadership in student activities.

Mrs. Townes Randolph Leigh of Gainesville, offers a Gold Medal to that student outstanding in manly qualities. Award made upon the vote of the student body and Faculty; Faculty vote counting three to one of student.

Mr. A. R. Wise of Lake City, offers a Gold Medal to that student of Pharmacy making highest grade in Toxicology and Posology.

The Ladies Auxiliary, Florida State Pharmaceutical Association, offers all expenses for initiation and membership to the two Pharmacy students whose grades are highest and are elected to the Honorary National Fraternity.

Dr. W. D. Jones, of Jacksonville, President of the Florida State Board of Pharmacy, offers a Gold Medal to that graduate of the Florida School of Pharmacy making the highest grade in the State Board Examination.

STUDENT ORGANIZATIONS

MORTAR AND PESTLE SOCIETY.—The Mortar and Pestle Society of the University of Florida was organized by the students of the School of Pharmacy at a meeting in Science Hall, September 21, 1923. Lectures and debates on interesting phases of scientific and commercial pharmacy are held each month. All students of the School of Pharmacy are invited to sign a pledge of loyalty to the ideals of Pharmacy and by this signature become members of the Mortar and Pestle Society.

CHEMICAL SOCIETY.—The Leigh Chemical Society is organized by and for the students of the department of chemistry. The purpose of the society is to stimulate the interest of the beginning student of chemistry by giving him a correct idea of the broadness of the field and its far-reaching importance in the arts and industry. Those students who are so inclined are thus encouraged to continue the study of chemistry. The programs consist of lectures by members of the faculty, by advanced students of the dapartment, and by outside speakers when they can be secured. An open forum is held at intervals when all members take part in the discus-

sion. Motion pictures are used to good advantage to illustrate the application of chemical principles in various important industries. All chemistry students are urged to affiliate with the society and attend its programs. It meets on the first Thursday evening of each month.

For information concerning other student organizations see the catalogue of the University of Florida.

ADMISSION

A candidate for admission must present along with his scholastic record, a certificate of good moral character. If he is from another college or university, this certificate must show that he was honorably discharged.

No candidate of less than 16 years of age will be admitted.

METHODS.—There are two methods of gaining admission:

(1) *By Certificate.*—The College will accept certificates only from standard Florida high schools, grouped by the State Department of Public Instruction under Classes A and B. Certificates will also be accepted from Florida high schools that are members of the Southern Association of Secondary Schools, and from any secondary school elsewhere which is accredited by its State university.

The certificate must be officially signed by the principal of the school attended, and *must be presented to the Committee on Admission on or before the date on which the candidate wishes to be matriculated.* It must state in detail the work of preparation and, in the case of Florida high schools, that the course *thru the twelfth grade* has been satisfactorily completed.

Blank certificates, conveniently arranged for the desired data, will be sent to all high-school principals and, upon application, to prospective students.

(2) *By Examination.*—Candidates not admitted by certificate will be required to stand written examinations upon the entrance subjects. For dates of these examinations, see University Calendar, page 3.

REQUIREMENTS. — *"Entrance Units."* — The requirements for admission are measured in "Entrance Units," based upon the curriculum of the high schools of Florida. A unit represents a course of study pursued thruout the school year with

five recitation periods (two laboratory periods being counted as one recitation period) of at least forty-five minutes each per week, four courses being taken during each of the four years. Thus the curriculum of the standard senior high school of Florida is equivalent to sixteen units.

Number of Units.—Admission to the freshman class will be granted to candidates who present evidence of having completed courses amounting to sixteen such units.

In no case will credit for more than sixteen units be given for work done at a high school.

Deficiency.—A deficiency of one unit will be allowed, but must be removed by the end of the first year after admission.

Students who have registered for a University study will not be allowed to make up an entrance condition by examination in this subject, unless the examination be taken on the first Saturday in October of the same school year. The University credit may, however, be used as a substitute for entrance credit, a three-hour course continued thruout the year counting as one unit.

Distribution of Units.—Seven specified units are required in common by all the colleges of the University; other specified units are given below; the remaining units are elective.

UNIVERSITY

English	3	units
History	1	unit
Mathematics	2	units
Science	1	unit

THE COLLEGE OF PHARMACY

One Foreign Language or History and Science	2	units

ELECTIVE UNITS.—Elective units are to be chosen from among the subjects regularly taught in a standard high school, altho not more than four will be accepted in vocational subjects—agriculture, mechanic arts, stenography, typewriting, etc.

DESCRIPTION OF UNIT COURSES

The minimum requirements for the specified units, and for the elective units most frequently offered, are as follows:

BOTANY.—One-half or one unit.—Anatomy and morphology; physiology; ecology; natural history and classification of the plant groups. At least twice as much time should be given by the student to laboratory work as to recitation.

CHEMISTRY (PHYSICS).—One unit.—Study of a standard high-school text; lecture-table demonstrations; individual laboratory work, comprising at least thirty exercises from a recognized manual.

ENGLISH.—Four units.—The exercises in Composition and the use of the Classics should be continued thruout the whole period of preparation. No candidate will be accepted whose work is notably defective in spelling, punctuation, division into paragraphs, or idiom.

(1) *Grammar.*—English Grammar, both in its technical aspects and in its bearings upon speech and writing.

(2) *Composition and Rhetoric.*—The fundamental principles of Rhetoric as given in any standard high-school text; practice in Composition, oral and written.

(3) *Classics.*—The English Classics generally adopted by schools and colleges.

(4) *History of American Literature; History of English Literature.*—One unit.—Supposed to represent the work of the fourth year in English in the high school.

HISTORY.—Four units.

(1)	Ancient History, with particular reference to Greece and to Rome	1 unit
(2)	European History since Charlemagne	1 unit
(3)	English History	1 unit
(4)	American History	1 unit

A year's work based on a textbook of at least 300 pages is required for each unit. The student should know something of the author of the textbook used and give evidence of having consulted some works of reference.

LATIN.—Four units.—The minimum work required is:

(1) First Year.—One unit.—Completion of Collar & Daniell's First Year Latin, Potter's Elementary Latin Course, or other good first-year book.

(2) Second Year.—One unit.—Four books of Caesar's Gallic War; grammar and prose composition thruout the year.

(3) Third Year.—One unit.—Six of Cicero's Orations; grammar and prose composition thruout the year.

(4) Fourth year.—One unit.—The first six books of the Aeneid and as much prosody as relates to accent, versification in general, and to dactylic hexameter.

MATHEMATICS.—Four units.

(1) *Algebra.* — First Year. — One unit. — Elementary operations: factoring, highest common factor, least common multiple, fractions, simple equations, inequalities, involution, evolution, and numerical quadratics.

(2) *Algebra.* — Second Year. — One unit. — Quadratic equations, ratio and proportion, the progressions, imaginary quantities, the binomial theorem, logarithms, and graphic algebra.

(3) *Plane Geometry.*—One unit.

(4) *Solid Geometry.*—One-half unit.

(5) *Plane Trigonometry.*—One-half unit.

MODERN LANGUAGES.—Two units.—If the student offers only one unit, he must study the language a second year in the University.

First Year.—One unit.—Pronunciation; grammar; from 100 to 175 pages of graduated texts, with practice in translating into the foreign language variations of sentences read; dictation; memorizing of short selections.

Second Year.—From 250 to 400 pages of easy prose; translation into the foreign language of variations upon the texts read; abstracts; grammar; exercises; memorizing of short poems.

PHYSICAL GEOGRAPHY.—One unit.—Study of a standard high-school text, together with laboratory and field course.

PHYSICS.—Requirements similar to those for chemistry, which see.

ZOOLOGY.— One-half or one unit.— Study of a standard high-school text and dissection of at least ten specimens. Notebooks with drawings, showing the character of the work completed, must be presented on entrance to the University.

ADVANCED STANDING

Advanced standing will be granted only upon recommendation of the heads of the departments concerned. Fitness for advanced work may be determined by examination or by trial. Students from other institutions of like standing will ordinarily be classified according to the ground already covered.

DEGREES

The College of Pharmacy offers a three-year course leading to the degree of Pharmaceutical Chemist (Ph.C.), and a four-year course leading to the degree of Bachelor of Science in Pharmacy (B.S. in Phar.).

The three-year course is designed to train students not only for the prescription counter and commercial pharmacy, but for a great variety of professional positions as well. In the four-year course appropriate cultural studies, and mathematics or physics, are added to the scientific and professional courses of the three-year curriculum.

THE MASTER'S DEGREE.—Courses are offered leading to the degree of Master of Science in Pharmacy. Candidates for that degree must possess the Bachelor of Science Degree in Pharmacy of this institution or of one of like standing.

TIME REQUIRED.—The student must spend at least one entire academic year in residence at the University as a graduate student, devoting his full time to the pursuit of his studies.

WORK REQUIRED.—The work is twelve hours per week. Six hours of this work must be in one subject (the major) and of a higher grade than any course offered for undergraduate students in that subject. The other six hours (the minor or minors) are to be determined and distributed by the professor in charge of the department in which the major subject is selected. No course designed primarily for students of a lower grade than the junior class will be acceptable as a minor. While the major course is six hours, these hours are not the same as undergraduate work, for in general the major work will require at least two-thirds of the student's time.

For further requirements for the Master's Degree, see the Graduate School in the catalog of the University.

CURRICULUM

THE THREE-YEAR COURSE

Leading to the Degree of Pharmaceutical Chemist

First Year

First Semester		*Second Semester*	
COURSES	HOURS PER WEEK	COURSES	HOURS PER WEEK
Chemistry I	5	Chemistry I	5
Biology II*a*	4	Biology II*b*	4
Pharmacognosy I	4	Pharmacy I	5
Pharmacy V	3	Hygiene I	1
Military Science I	2	Military Science I	2
Physical Education I	1	Physical Education I	1
	19		18

Second Year

Pharmacognosy II	4	Pharmacy II	5
Pharmacy I	5	Biology VIII*p*	4
Chemistry V	5	Chemistry V	5
Chemistry III	3	Chemistry III	3
Military Science II	2	Military Science II	2
Physical Education II	1	Physical Education II	1
	20		20

Third Year

Pharmacology I	4	Pharmacy III	3
Pharmacy II	5	Chemistry XVI	2
Chemistry VII*a*	3	Chemistry VII*b*	3
Biology VI*a*	4	Chemistry XV	3
Pharmacy VI	3	Pharmacology III	4
		Pharmacognosy III	4
	19		19

THE FOUR-YEAR COURSE

Leading to the Degree of Bachelor of Science in Pharmacy

First Year

First Semester		*Second Semester*	
COURSES	HOURS PER WEEK	COURSES	HOURS PER WEEK
Chemistry I	5	Chemistry I	5
English I	3	English I	3
Foreign Language	3	Foreign Language	3
Mathematics I*	3	Mathematics I*	3
Military Science I	2	Military Science I	2
Physical Education I	1	Physical Education I	1
		Hygiene I	1
	17		18

Second Year

COURSES	HOURS PER WEEK	COURSES	HOURS PER WEEK
Chemistry III	3	Chemistry III	3
Pharmacognosy I	4	Pharmacy I	5
Biology II*a*	4	Biology II*b*	4
Pharmacy V	3	Economics†	3
Military Science II	2	Military Science II	2
Physical Education II	1	Physical Education II	1
	17		18

Third Year

Chemistry V	5	Chemistry V	5
Chemistry VII*a*	3	Chemistry VII*b*	3
Pharmacognosy II	4	Biology III*p*	4
Pharmacy I	5	Pharmacy II	5
	17		17

Fourth Year

Pharmacy II	5	Chemistry XVI	2
Pharmacy VI	3	Pharmacology III	4
Pharmacology I	4	Chemistry XV	3
Biology VI*a*	4	Pharmacognosy III	4
		Pharmacy III	3
	16		16

*Physics V may be taken in place of Mathematics I.
†Pharmacy IX may be taken in place of Economics.

DEPARTMENTS OF INSTRUCTION

PHARMACY

Professor Husa Professor Gilfillan

The Department of Pharmacy offers courses in Theoretical and Practical Pharmacy, Prescriptions and Dispensing, Pharmaceutical Arithmetic, and Drug Analysis. Particular attention is given to the scientific aspects of Pharmacy, and the extensive laboratory courses afford every opportunity for acquiring the technical skill needed in identifying, preparing, testing, and dispensing drugs and medicines.

PHARMACY I.—*Theoretical and Practical Pharmacy.*—A course treating of the history of pharmaceutical literature, including a study of pharmacopoeias (especially the United States Pharmacopoeia), National Formulary, dispensatories and other commentaries, pharmaceutical journals, etc. A study is made of all operations of a physico-chemical nature used in pharmacy. Each student is required to make a large number of preparations, illustrating the various processes used in pharmacy. *(Laboratory fee, $5.00 per semester. A year course starting either semester; 3 class and 2 laboratory periods per week. Credit, 5 year-hours. Professor Gilfillan.)*

PHARMACY II.—*Theoretical and Practical Pharmacy.*—A detailed consideration of inorganic and organic acids and official salts; fixed and volatile oils and fats, alkaloids and glucosides. The course includes lectures and recitations, followed by laboratory work on the preparation of syrups, elixirs, solid and fluid extracts, scale salts, and other types of preparations. The pharmacy of the new synthetic drugs receives due attention. *(Prerequisite: Pharmacy I. Laboratory fee, $5.00 per semester. A year course starting either semester; 3 class and 2 laboratory periods per week. Credit, 5 year-hours. Professor Husa, Professor Gilfillan.)*

PHARMACY III.—*Prescriptions and Dispensing.*—A course in which the history of the prescription is studied. Instruction is given in prescription reading and translation, the Latin phrases of prescriptions, incompatibilities. Each student will be given practice in dispensing. Attention will also be given to the laws governing the practice of pharmacy, and to the pharmacists' liability, both criminal and civil, for their own

violation of laws and for violations on the part of their agents. *(Prerequisites: Pharmacy I and II. Laboratory fee, $5.00. Second semester; lectures, recitations and laboratory work; 3 hours. Credit, 1 1-2 year-hours. Professor Husa, Professor Gilfillan.)*

PHARMACY V.—*Pharmaceutical Arithmetic.*—The practice of pharmacy requires a knowledge of some operations of arithmetic not touched upon in secondary schools. This course teaches the application of arithmetic to pharmacy, and includes a thoro study of the systems of weight and measure in use in the United States, and their relation to each other. Problems are solved which involve the use of alligation. *(First semseter; 3 hours. Credit, 1 1-2 year-hours. Professor Husa.)*

PHARMACY VI.—*Drug Analysis.*—A course which deals with the theory and practice of drug analysis especially in its application to substances and preparations of the United States Pharmacopoeia. The student makes assays in the laboratory that are typical of the various classes of assaying processes of the U. S. P. A study is made of the principles upon which assay is based. *(Prerequisites: Pharamcy I and II, Chemistry I, III, V, and VII. Laboratory fee $5.00. First semester; 3 hours. Credit 1 1-2 year-hours. Professor Husa, Professor Gilfillan.)*

COURSES FOR ADVANCED STUDENTS AND GRADUATES

PHARMACY VII.—*Manufacturing Pharmacy.*—A course dealing with the apparatus and processes used in the manufacture on a factory scale of pharmaceuticals, biologicals, flavoring extracts, etc. The course includes laboratory work on a semi-commercial scale. *(Laboratory fee, $5.00. First semester; 5 hours. Credit, 2 1-2 year-hours. Professor Gilfillan.)*

PHARMACY VIII.—*Perfumery and Cosmetics.*—A study of the source and preparation of perfumes, the estimation of their quality and the detection of adulteration. The course also deals with the manufacture of cosmetics, tooth pastes, preparations for the hair, antiseptic washes, etc. *(Laboratory fee $5.00. Second semester; 5 hours. Credit, 2 1-2 year-hours. Professor Gilfillan.)*

PHARMACY IX.—*Commercial Pharmacy.*—A course dealing with the management of the retail pharmacy. A study is made of business management, including retail buying, advertising, salesmanship and accounting. *(Second semester; 3 hours. Credit, 1 1-2 year-hours. Professor Husa.)*

PHARMACY X. — *Advanced Commercial Pharmacy.*—A study of the business methods of the manufacturer, wholesaler and retailer. The course includes the fundamentals of commercial law, banking and insurance. *(First semester; 3 hours. Credit, 1 1-2 year-hours. Professor Husa.)*

PHARMACY XI.—*Advanced Drug Analysis.*—An advanced course in the analysis of natural and synthetic drugs and medicinal preparations. *(Laboratory fee $5.00. 3 hours. Credit, 1 1-2 year-hours. Professor Husa.)*

PHARMACY XII.—*Pharmacy Seminar.*—Assigned readings, followed by reports and discussions of current advances in pharmaceutical research. *(First and second semesters; 1 hour. Credit, 1-2 year-hour. Professor Husa.)*

PHARMACY XIII.—*Pharmaceutical Research.*—Facilities are available for research along many lines, including incompatibilities, drug analysis, pharmaceuticals, toilet preparations, etc. *(Laboratory fee $5.00 for each semester. 2 to 10 hours. Credit, 1 to 5 year-hours. Professor Husa, Professor Gilfillan.)*

PHARMACOLOGY AND PHARMACOGNOSY

Professor Bacon Professor Sweet
Mr. ——————*

These courses in Pharmacology offer training in therapeutics of approved medicinal drugs, and consist of physiological and therapeutic effects of active principles of animal, plant and mineral drugs. Opportunities are offered for advanced and research study.

PHARMACOLOGY I.— Classification, preparation, uses, effects of all official drugs. Lectures and recitations. *(Prerequisite: Pharmacognosy II. First semester; 4 hours. Credit, 2 year-hours. Professor Sweet or Mr. ————)*

*To be appointed.

PHARMACOLOGY III.—Study and use of drugs by animal experimentation. Posology properties, standardization, danger and limits of drug use. Lectures, recitations and laboratory. *(Prerequisite: Pharmacology I. Laboratory fee $5.00. Second semester; 4 hours. Credit, 2 year-hours. Professor Sweet.)*

PHARMACOLOGY V.—Work for graduates and approved undergraduates in therapeutics and analytical technique of isolation of active principles. *(Laboratory fee $5.00 for each semester. 2 1-2 to 5 hours. Credit, 1 1-4 to 2 1-2 year-hours. Professor Bacon.)*

PHARMACOLOGY VI.—Work for graduates and approved undergraduates in immunology. Lectures and laboratory of the theory and practice of serums, vaccines, enzymes, secretions, etc. *(Laboratory fee $5.00 for each semester. 2 1-2 to 5 hours. Credit, 1 1-4 to 2 1-2 year-hours. Professor Bacon.)*

These courses in Pharmacognosy include the study of the source of plant drugs, growing of drug plants, methods of preparing for market of crude drugs. Includes the adulterant substances and preparation of refined drugs.

PHARMACOGNOSY I.—*Elementary Drug Study.*—Sources, structure, appearance of crude drugs. Names, classification and identification of vegetable drug plants. *(Lectures, recitations, laboratory. Laboratory fee, $5.00. First semester; 4 hours. Credit, 2 year-hours. Professor Bacon.)*

PHARMACOGNOSY II.—*Refined Drugs.*—Study of plants and plant parts of official and some unofficial drugs. Selection, preservation, evaluation of plant drugs. *(Lectures and recitations. Prerequisite: Pharmacognosy I. First semester; 4 hours. Credit, 2 year-hours. Mr.————.)*

PHARMACOGNOSY III.—Testing of plant drugs, methods of adulteration and detection of substitutes. Includes methods of cultivation and marketing. *(Lectures and recitations. Prerequisite: Pharmacognosy II. Second semester; 4 hours. Credit, 2 year-hours. Mr.————.)*

PHARMACOGNOSY IV.—Research work in the field on growing plants which yield medicinal substances. *(Field and lab-*

oratory work. Laboratory fee, $5.00 for each semester. 2 1-2 to 5 hours. Credit, 1 1-4 to 2 1-2 year-hours. Professor Bacon.)

PHARMACOGNOSY V.—Work on constituents of plant drugs, especially study of microscopy of drug powders. Adapted for graduates and approved undergraduates. *(Laboratory fee $5.00 for each semester. 2 1-2 to 5 year-hours. Professor Bacon.)*

CHEMISTRY

Professor Leigh
Professor Beisler
Assistant Professor Jackson
Professor Black
Professor Heath
Assistant Professor Oddy

CHEMISTRY I.—*General Chemistry.*—Lectures and recitations on the elements and their compounds and on the fundamental laws and theories of chemistry, supplemented by laboratory work. Three lectures or recitations and two laboratory exercises of two hours each a week. Emphasis is placed upon the intelligent writing of reactions, and the solving of problems. Required. *(First and second semesters; 5 hours; credit, 5 year-hours; Laboratory fee, $5.00 per semester. Professors Heath, Beisler and Assistant Professor Oddy.)*

CHEMISTRY III.—*Qualitative Analysis.*—This course includes the general reactions of the metals and acids, with their qualitative separation and identification. While chiefly laboratory work, it is amply supported by lectures. This course extends thruout the year; one class starts the first semester, the other the second semester. Required of students taking the three-year or the four-year course in pharmacy. *(Prerequisite: Chemistry I; Laboratory fee $5.00 per semester. First and second semesters; 3 hours; credit, 3 year-hours. Assistant Professor Jackson.)*

CHEMISTRY V.—*Organic Chemistry.*—Three lectures or recitations and four hours laboratory work are given each week, including a study of the preparation, properties, and reactions of various classes of aliphatic and aromatic compounds. Special stress is laid upon the theories underlying the subject and the proof of the constitution of the most important substances studied. Attention is given to the consideration of the effect of constitution on physical and chemical properties, and to the application of the electronic theory to organic com-

pounds. This course is arranged to meet the needs of those who specialize in chemistry, in pharmacy, in medicine, or in biology. It serves as a general introductory to specialized phases of organic chemistry. Required. *(Prerequisite: Chemistry 1; Laboratory fee $5.00 per semester. First and second semesters; 5 hours; credit, 5 year-hours. Professor Leigh.)*

CHEMISTRY VII*a*. — *Quantitative Analysis.* — Volumetric methods in acidimetry and alkalimetry, oxidation and reduction, iodimetry, and precipitation. Lectures and laboratory hours are the same as for Chemistry VII*b*. Required for all degrees. *(Prerequisites: Chemistry 1p and 3p, or Chemistry 1 and 3; Laboratory fee $5.00. First semester; 3 hours; credit, 1 1-2 year-hours. Professor Black.)*

CHEMISTRY VII*b*.—*Quantitative Analysis.* — Gravimetric analysis of simple compounds, followed by the analysis of such materials as phosphate rock, simple alloys, limestone and Portland cement. One lecture or recitation on the theory and practice of Stoichiometric calculations and the use of logarithmic factors, and five hours laboratory work is given each week for one semester. Required. *(Prerequisites: Chemistry 1 and 3; Laboratory fee $5.00. Second semester; 3 hours; credit 1 1-2 year-hours. Professor Black.)*

CHEMISTRY XV.—*Physiological Chemistry.*—The chemistry and physiology of carbohydrates, fats, proteins, and body tissues. The examination of body secretions and excretions such as milk, blood, urine, etc. Course includes routine analyses of value to pharmacists and physicians. Required of all students in Pharmacy. Lectures and laboratory. *(Prerequisite: Organic Chemistry. Laboratory fee $5.00. Second semester; 3 hours; credit, 1 1-2 year-hours. Assistant Professor Oddy.)*

CHEMISTRY XVI.—*Toxicology.*—Deals with the detection, isolation, and quantitative determination of poisons in foods, artificial mixtures, and animal bodies. The lectures deal with the descriptions of poisons and the chemistry of the more important members of each class. The course does not pretend to turn out finished toxicologists, but it is believed that some training in careful manipulations and precise methods of forensic chemistry will be a great benefit to the student of pharmacy. Required of all students in Pharmacy. *(Labora-*

tory fee $5.00. 1 lecture and 2 hours laboratory, or 4 hours laboratory per week; second semester; 2 hours; credit, 1 year hour. Professor Black.)

For other courses in Chemistry see the catalog of the University.

BIOLOGY

Professor Rogers — Professor Cody
Mr. Hubbell

BIOLOGY II.—*General Botany.*—The structure and physiology of seed plants; structure and phylogeny of the algeae, fungi, mosses and ferns; ecology and classification of the local flora. *(Laboratory fee $3.50 per semester. 2 class and 2 laboratory periods per week thruout the year; 4 hours; credit, 4 year-hours. Professor Cody.)*

BIOLOGY IIIp.—*Vertebrate Anatomy and Physiology for Pharmacy.*—The principles of vertebrate anatomy and the functioning of the physiological systems in man. *(Laboratory fee $3.50. 2 class and 2 laboratory periods per week; second semester; 4 hours; credit, 2 year-hours. Assistant Professor Hubbell.)* This course is open only to students in the College of Pharmacy.

BIOLOGY VIa.—*General Bacteriology.*—The morphology, physiology and cultivation of bacteria and related micro-organisms. *(Prerequisites: Biology II and Chemistry I. Laboratory fee $5.00. 2 class and 2 laboratory periods per week; first semester; 4 hours; credit, 2 year-hours. Professor Cody.)*

For other courses in Biology see catalog of the University.

PHYSICS

Professor Benton — Assistant Professor Perry
Assistant Professor Weil — Mr. Higgins
Mr. Prescott

The work of this department is intended to meet the needs, on the one hand, of those who study physics as a part of a liberal education and, on the other hand, of those who will have to apply physics as one of the sciences fundamental to engineering, to medicine, or pharmacy.

PHYSICS V.—General physics designed to meet the needs of the general student, and of those taking the Pre-Medical or the Pharmacy Course; divided as follows:

PHYSICS Va.—*Mechanics and Heat.—(Laboratory fee $1.50. First semester; 3 recitations and 2 two-hour periods per week; 5 hours; credit, 2 1-2 year hours. Assistant Professor Perry.)*

PHYSICS Vb.—*Sound, Light, Electricity and Magnetism.—(Laboratory fee $1.50. Second semester; 3 recitations and 2 two-hour laboratory periods per week. Assistant Professor Perry.)*

For other courses in Physics see the catalog of the University.

ANCIENT LANGUAGES

Professor Anderson

Courses A, B, and C, if not used for entrance units, may be taken for college credit.

LATIN

LATIN A.—First Year Latin, based on a book for beginners. *(3 hours.)*

LATIN B.—Second Year Latin, based on Caesar, with grammar and prose composition. *(3 hours.)*

LATIN C.—Third Year Latin, based on Cicero and Virgil, with grammar and prose composition. *(3 hours.)*

For other courses in Latin and courses in Greek, see catalog of the University.

ENGLISH LANGUAGE AND LITERATURE

Professor Farr
Assistant Professor Hathaway
Assistant Professor Little
Assistant Professor Robertson
Mr. McLaughlin
Mr. Wise
Assistant Professor Halley

ENGLISH I. — *Rhetoric and Composition.* — Designed to train students in methods of clear and forceful expression. Instruction is carried on simultaneously in formal rhetoric, in rhetorical analysis, and in theme writing, the constant correlation of the three as methods of approach to the desired goal being kept in view. In addition a reading course is assigned each student. *(Required of all Freshmen taking the four-year course; 3 hours.)*

For other courses in English Language and Literature, see catalog of the University.

HISTORY AND POLITICAL SCIENCE

Professor Leake Mr. Glunt

HISTORY

HISTORY I*a* and I*b*.—*Europe During the Middle Ages*.—A general course in the history of Western Europe from the Teutonic migrations to the close of the Seven Years' War. *(3 hours.)*

POLITICAL SCIENCE

POLITICAL SCIENCE I*a*. — *American Government and Politics*.—A study of the structure and functions of our national and state governments. Thruout the course present-day political problems of national and local interest will be made subjects of class discussion. *(First semester; 3 hours.)*

For other courses in History and Political Science see catalog of the University.

HYGIENE

Professor Sweet

HYGIENE I.—Required of all first year students. *(Second semester; 1 hour.)*

MATHEMATICS

Professor Simpson Mr. Phipps

Mr. Chandler

MATHEMATICS A.—Solid Geometry. *(2 hours.)*

MATHEMATICS B.—Plane Trigonometry and Logarithms. *(2 hours.)*

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GIFTS

The College of Pharmacy makes grateful acknowledgment for the following gifts made during the year 1924-25.

President W. M. Hankins, Daytona, a rare pharmaceutical volume.

Mr. and Mrs. Isaac Levy, Tampa, 100 valuable books.

Mr. F. C. Groover, Jacksonville, a large silver loving cup to be kept in trust by the Class making the highest yearly average in the College of Pharmacy.

Mr. D. W. Ramsaur, Jacksonville, a gold medal for distinguished scholarship and the highest average in all studies.

Dr. W. D. Jones, Jacksonville, handsome gold medal, to be awarded to the graduate making the highest average before the Florida State Board of Pharmacy.

Mrs. T. R. Leigh, a gold medal for outstanding manly qualities. The selection of holder being made by the vote of his fellow students and the faculty.

Mr. A. R. Wise, Lake City, a gold medal to be awarded to the highest averaged student in Toxicology and Posology.

The Ladies Auxiliary for its $800 Loan Fund.

The Ladies Auxiliary for $33.50, payment for journals, etc., for reading table.

The Garden Club, Gainesville, for its support of the Drug Garden.

To Father Hugh O'Neill of St. Leo's, for the collection and arranging the Drug Map and Drug Herbarium Collection of medicinal plants native of Florida.

To Father Jerome, of St. Leo's, for medicinal plants and seeds.

To The Bureau of Poisonous Plants, etc., Washington, D. C., for a collection of drug seeds and plants.

To Eli Lilly and Company, Indianapolis, Indiana, for a rare collection of drug seeds.

To Battle Creek Food Company, Michigan, for drug seeds.

To Alfred Abernethy, Daytona, for seeds.

For further information address Townes R. Leigh, Dean, College of Pharmacy, University of Florida, Gainesville, Florida.

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1924-25

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William Birt Anderson, Jr., Ph.G.
John Adolphus Gardner, Ph.G.

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Anderson, William B., Jr.....Floral City, Florida
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University of Florida
Teachers College

A Study of the Extra-Curricular Activities in the Public High Schools of Florida

By

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PREFACE

The last quarter of a century, and more especially the last decade, has witnessed great changes in the educational thinking of the school men of the nation. Actuated by such motives as the doctrine of individual differences, and the "try-out," and what were proclaimed the Cardinal Principles of Secondary Education, teachers have shifted their attention from subject matter to child training. As a natural development of this shift the extra-curricular activities program has grown up, closely allied with the junior high school movement.

It was not long after the beginning of this change in attitude before the leading universities and colleges began to offer courses dealing with the various phases of extra-curricular activities work. Thereupon thoughtful educators began to take stock, as it were, to determine the condition and value of such activities in their schools. The result was that many school surveys began to deal with this phase of school life, and in some cases, as in Illinois, state surveys were made to determine the status and principles with reference to extra-curricular activities.

The foregoing quotation, taken from the foreword of a Master's thesis in Teachers College, University of Florida, June, 1925, by J. Hooper Wise, on The Extra-Curricular Activities in the Public High Schools of Florida, shows the growing importance of this subject and the reason for the publication of this bulletin. Chapters I to IV of this bulletin were a part of the Master's thesis referred to above.

The authors felt that if chapter V was added offering suggestions on Introducing An Extra-Curricular Activities Program, together with an appendix carrying an exhibit of student council constitutions, and a bibliography, that it would widen the scope of the study and make it a more helpful bulletin to school men.

Consequently the writer, under whose direction Mr. Wise wrote his thesis, prepared chapter V, the appendix, and the bibliography.

The first part of chapter V is a running discussion of an experiment the writer carried on during the year with the school officials of Orlando City Schools. It is presented here as an illustration of one way to introduce an extra-curricular activities program.

The appendix is a collection of student council constitutions. When these are studied carefully they are found to conform to certain rather general types. They are inserted with the thought that perhaps interested school men might get some help from a comparative study of them.

The bibliography is in two divisions; namely, general and topical. The general is a partially complete bibliography of the whole field of extra-curricular activities, while the topical bibliography consists in a classification of a few of these articles under certain topics as clubs, dramatics, etc. A part of the bibliography is annotated.

The writer is indebted to Dr. E. K. Fretwell of Columbia University for his bibliographies in Teachers College Record and also for additional materials and helps received from him while in his classes. Special mention is also due Mr. S. N. Reeves, Principal, Marianna, Florida, High School, for his assistance in preparing the bibliography while a graduate student in the writer's classes.

Acknowledgments would not be complete without mentioning especially our gratitude for the splendid cooperation given us by the high school principals of the state in filling the questionnaires sent them for the material in Mr. Wise's thesis.

—J. R.

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CHAPTER I

The Underlying Principles of Extra-Curricular Activities

Extra-curricular activities are, in some form, as old as our educational system. The spelling-bee and the Friday afternoon exercises, together with athletics in various forms, have long held forth in the schools of America. Previous to the last decade, however, such activities were carried on in a haphazard manner, were not definitely organized, and consequently had no regularly formulated plan. It is the purpose of this investigation to determine the status of extra-curricular activities in the high schools of Florida.

Closely paralleling the junior high school movement and receiving additional impetus from the report of the Commission on the Reorganization of Secondary Education, the importance of extra-curricular activities has steadily gained recognition in many of the progressive public school systems of our nation. Nowadays one seldom reads a book in the field of education, or a school journal of whatsoever kind but that in thought or in matter of fact one finds clearly enunciated the principle that training for citizenship is one of the main objectives of modern education. With this change in attitude and purpose has come the realization that our schools must be more than places for the mere cramming of facts into the heads of our youth—they must be laboratories where, through the experimental process, our boys and girls are trained in the attitudes and the principles of a democracy. To attain this end trained educators have made use of certain instinctive characteristics of pupils and by guiding them into proper channels have gradually produced what we today designate as extra-curricular activities. By extra-curricular activities, then, we mean those legitimate activities not provided for in the curriculum. They will, of course, vary in different schools.

In stating the underlying principles of extra-curricular activities, Briggs says they are justifiable in two respects. "First, they offer the school its best opportunity to help pupils do certain desirable things that they are going to do anyway—viz., take their places as members of social units and exercise, each according to his ability, those qualities

of leadership, initiative, cooperation, and intelligent obedience, all fundamental in society. Second, they offer a ready channel through which the school may utilize the spontaneous interest and activities of the adolescent and through these lead to higher types of activities and make them both desired and possible of attainment." With this statement of the meaning of extra-curricular activities and the underlying principles let us turn to a fuller discussion of the philosophy and psychology which find expression in a properly conducted extra-curricular activities program.

Too long have we contented ourselves with talking about efficient citizenship, proper attitudes towards life, democracy in education, and the ability to share in the experiences of others. The attaining of these ends we accept as the ultimate goal in true and complete education. The question which confronts us is, How may we attain this goal? Students do not learn citizenship, or to adjust themselves in relation to others by merely hearing such questions discussed. There must be laboratory training and this training must be given in the plastic, adolescent age. Why do we not apply to our school room activities the methods which we all agree are so essential in athletics? What coach would think of training a football team aside from the gridiron? Coaches are not content with daily practice and scrimmage; they even spend hundreds of dollars "scouting" opposing scheduled teams that they may train their men to overcome the very problems which will be encountered in the contests. Yet most school men have been content to give their pupils only "skull practice," and consequently have seen them go down in defeat because they could not adjust themselves to their surroundings after leaving school. In other words, many educators have failed to recognize the well-known principle: We learn to do by doing.

Dewey tells us of a school where youths are taught to swim without going into the water, being repeatedly drilled in the various movements which are necessary for swimming. When one of the young men so trained was asked what he did when he got into the water, he laconically replied, "Sunk." This story typifies the relationship of school to society. We can not prepare our future citizens for life in society apart from the conditions which must be met in society. The only

way to prepare for the life out of school is to live as nearly as possible under such conditions of life in school.

We have for years freely used such terms as "character formation," "mental discipline," "self-realization," "social efficiency," "culture," "citizenship," "leadership," "intellectual power," and a dozen other general expressions as the ultimate aim in education. And in these are there not summed up most of the purposes that really count in life? Our aim, then, has been lofty and true enough. But we have had no specific methods by which these aims could be attained. The extra-curricular activities program is a definite step in the direction of our aims.

More and more the ideas of the world become democratic. The World War placed in the discard forever the notion of Divine Right of Kings. Civilized nations no longer bow the knee at the throne of political czarism. There remains, however, in many of our schools that spirit of autocracy wherein the teacher says come, and the pupil cometh; go, and the pupil goeth. Here has remained the longest, here is most deeply rooted that unquestioned submission to authority. Consequently, we glibly talk of training the American youth for democratic citizenship, all the while drawing our righteous robes of autocracy about us and refusing young America the right to participate in our plans or to question our motives. We say we are teaching our youth to swim; but we are careful to keep them from the water.

In an autocratic or despotic government the drive which is back of each movement of the human mechanism is external—it is located in the autocrat or in the despot. In a democratic form of government the drive is located internally—it is in the will of the acting being. Our purpose in school should be to reduce to the minimum the amount of external drive and increase to the maximum the amount of internal drive. If students are to become worthy citizens in a democratic land, they must have developed within them the power of self-reflection, self-direction, and initiative. Such development must come through training in the early years when attitudes and ideals of life are in the forming.

Under such considerations it is pertinent to ask the question propounded by Kilpatrick: Do we as teachers seek con-

duct or character in our pupils? If this question were asked individual teachers there is no doubt that the answer would be, Character. But referring to the hackneyed aphorism, Actions speak louder than words, one is convinced that many teachers are getting conduct as a result of their methods. Granting that their goal is character, their methods are wrong and if strong character is developed one can not but feel that such result is not because of the teacher's influence, but in spite of it. Pupils may obey, disobey, or learn the art of self-direction. To obtain obedience has been the work of many teachers. They as a result of their ability at policing are often held in high regard as "disciplinarians" especially by the weaker, more docile pupils, while the stronger, more self-willed ones regard such an autocrat as a tyrant. In such a case disobedience is almost to be desired since we are training for democracy rather than for an absolute monarchy.

The writer does not wish to be understood as holding that children, or adult citizens for that matter, should be without restraint or law. But if we are to have a democracy, law and order must proceed from within the individual instead of being imposed from without. Under such conditions there probably will not be as strong indication of discipline and order,—but are we seeking conduct or are we seeking character? If we are seeking conduct then we had best proceed to the autocratic task of having "screwed down pupils in screwed down desks." On the other hand if we are seeking character in our pupils, no one, upon reflection, will deny that our efforts should be toward helping boys and girls to attain the mastery of self-direction.

One of the strongest arguments against having an autocratic regime in the schools of democratic America is found in the following well-known principle of psychology: Mankind interprets the present in terms of past experiences. The writer well remembers his first sight of a "horseless carriage." Truly it was a horseless carriage, for in design, every particular, where possible, was an exact duplicate of the then numerous horse-drawn carriages. Engineers were interpreting the automobile in terms of the old carriages. In the light of such fact may we not expect boys and girls trained in the atmosphere of an autocratic school room to be

subservient to the dictates of the ward boss, or themselves intoxicated with the love of power to become exploiting politicians?

The writer does not offer an extra-curricular activities program as a panacea or cure-all for the every ill of our public school system. Yet it is doubtful if a student of educational problems can conscientiously question the philosophical and psychological soundness of such a program in the hands of a trained educator who has leadership and personality. Nor is it the writer's purpose to sponsor "fads" and "frills" so-called at the expense of the classical studies. The writer was trained in a classical preparatory school where the curriculum consisted of four years of English, four years of Mathematics, four years of Latin, and two years of History as required subjects, while the electives consisted of two years of Greek or two years of German. The school's extra-curricular activities were as stereotyped as its curriculum. There were athletics and literary societies out of which grew the annual debate and declamatory contest. Only those physically fit were members of the championship athletic teams of this school, but everyone was a member of one of the literary societies. Thus it is seen that the writer, in speaking of the older type of classical school, speaks from first-hand knowledge and in no sense of prejudice. In fact the writer recalls with pride his preparatory school training and would in no wise alter it except to broaden it through more and richer student activities. Yet, since men are not created equal, and since all men are not preparing for the same life's work, one set curriculum with few or no extra-curricular activities can not be sufficient.

It can not be denied, then, that such a program, both curricular and extra-curricular, is too narrow to meet the needs of the youth of a complex age. Such a program in itself is good, but it can not satisfy the needs of the 10 per cent who will attend college, nor can it approximate the much needed training of the 90 per cent of our boys and girls who will never attend an institution of higher learning. So it is that we are concerned, not alone with an elect 10 per cent, but with every young American in arranging an extra-curricular activities program which will help to reach the aims of edu-

cation as set up by the Committee on the Reorganization of Secondary Education. The cardinal aims are: health, command of fundamental processes, worthy home membership, vocation, citizenship, worthy use of leisure time, ethical character.

In reviewing the seven objectives as stated above it is evident that at least six of them lend themselves remarkably well to training through an extra-curricular activities program which includes athletics, student participation in government, and clubs of all kinds wherein there is correlation both with class room work and with community activities. For example, let us consider the objective, citizenship. Formerly all the training in that direction was an attempt to memorize a textbook in civil government. The book was an outline of the officers of the government together with a list of their duties and salaries received. The writer can out of his own experience attest to the inadequacy of such a course to equip one to meet the issues which daily arise in a democracy. Such a course may not as much as impress facts as evidenced by the fact that a teacher-friend of the writer's, though he was an instructor of history and civics, had his ballot rejected in a recent presidential election because of his ignorance of the simplest fundamentals of balloting. When we do not train our boys and girls to cast with intelligence the ballot—a privilege accorded white and black, lettered and illiterate—how can we expect them to adjust themselves in the more difficult relations with their fellowmen?

Herein lies a value of an extra-curricular activities program. For along with textbook instruction comes laboratory work through means of a civics club or student participation in government in which the students are organized along lines of national, state, county, or municipal government. Thus are furnished those very situations and problems which will arise in years after school days. This practical training, together with textbook instruction, equips the students for intelligent participation in governmental affairs. And this is done not merely through the teaching of facts, but by a more forceful method; namely, by placing some in positions of leadership and by teaching others the art of intelligent obedience of self-direction and cooperation with

leadership—two necessary characteristics of good citizenship in a democracy. In short, we learn to do by doing.

It could be further shown how extra-curricular activities are very beneficial in the promotion of health, worthy home membership, choosing a vocation, worthy use of leisure time, and the development of ethical character. For example, a hiking club affords excellent opportunity for health promotion and instruction in hygienic habits, while home economics clubs, in their various branches, offer such instruction as leads to worthy home membership. Furthermore, no problems present more serious difficulty in their solution than do the choosing of a vocation and the putting to a worthy use one's leisure time. To these an extra-curricular activities program presents a possible solution. A pupil's many interests are given "try-outs" through club activities and at the same time he is perhaps acquiring a taste for some activity which may become his hobby, if you please, and thus furnish the source for many enjoyable and indeed profitable hours which otherwise might be spent in idleness or in indulging in the evils which idleness breeds. Someone has truthfully said that "the time to discover the character of man is when he is at play, after his working hours are over;" likewise that "the use of a nation's leisure is the test of its civilization." So by means of an extra-curricular activities program each pupil may be interested along one or more lines whereby he may pleasurably and with profit spend his leisure hours.

An extra-curricular activities program offers no less striking opportunity for the development of our boys and girls in ethical character. And here we strike at one of the pressing needs of our day. When the idea is generally prevalent that it is not wrong to defraud a wealthy corporation, when the linen collection of many individuals—in some cases so-called cultured and refined women—is made up in part of Pullman and Y. M. C. A. towels, and dining car tablecloths, when a great university buys forty dozen sweat shirts and loses by theft at the hands of its students 90 per cent of them,—when these conditions exist, the writer considers the time overripe for the instituting of some sort of program whereby our boys and girls may be trained to respect the rights, privileges,

and property of other citizens and corporations. How may this end be attained?

It is plainly evident that the time has come when the American students resent being "preached to." One dare not deduce lessons or morals in teaching high school pupils or even students in a university. All such attempts seem to meet with revulsion on the part of the pupils and consequently may do harm rather than the intended good. Through interest in some activity pupils are brought together and are taught the necessity of respecting the rights of others. Furthermore, through means of the club or activity occasions arise where it is natural and easy to teach ethical principles. The pupils do not realize that the lesson is being taught and yet it is being indelibly impressed upon them because they are practicing, are living in actuality, those principles that make for ethical character.

Again there comes to the forefront the sound psychology of an extra-curricular activities program. For there is no better method of instruction than that by which pupils are taught without realizing that they are being taught. Utilizing this principle skilled teachers impart many lessons through means of some activity or club where, however, some basal instinct is its excuse for being. With the pupil the activity is the thing, whereas with the trained leader the club is but a means to an end, an activity leading to a higher type of activity.

This leads to a consideration of another advantage offered by an extra-curricular activities program. So far the values discussed have been intrinsic. Now we turn to those which we shall term extrinsic. By these are meant the values derived from a transfer of interest. It is the old problem of keeping boys and girls in school by enlisting their interest and enthusiasm in some appealing activity. Interest in this activity will cause the pupil to attend school and so the opportunity is given for the teacher to reach him and perhaps to interest him in the regularly prescribed course of study. Many pupils within the writer's experience have become so interested in some extra-curricular activity that they remained to graduate from high school and in many cases to enter college. And often such boys and girls have by that time

realized the importance of specialized training and so the day has been saved for them. John Trotwood Moore in his novel, The Bishop of Cottontown, clearly teaches the principle of the transfer of interest. The bishop disliked very much a neighbor, Ben Butler. As a clergyman he realized that this hatred must be overcome. Now the bishop owned a thoroughbred horse which he loved very dearly. Then an idea struck the bishop. If he named the horse Ben Butler he might grow to love his old enemy. The plan was tried and the result was that the bishop came to love Ben Butler. To state the principle we have as follows: Associate the thing which you do not love with that which you love, and you will come to love that which you do not love. The application to school and to life is real. Many a school has become a place of happiness and joy for pupils when once the wise teacher seized upon the pupils' interests for certain group activities, and at the same time through the principle of the transfer of interest the pupils were instructed in those subjects which we all agree are fundamental.

An extra-curricular activities program not only tends to make school a happy place in which to live, but also promotes through group activities a feeling of our-ness, an essential for success in any institution. When pupils feel that the school is theirs and that what they do is for their own good, or hurt, they begin to rise above that childish inclination to regard the teacher as a personal enemy, one to be annoyed and despised. As the school becomes more and more democratic, the pupils become more and more to regard the teacher as a co-worker and adviser. Sharing with the teacher all interests, and having more responsibility, the pupils think of the school in terms of *ours* instead of *his*, as formerly. With the feeling of our-ness come the pride, and the joy, and the satisfaction of possession. And as workmen labor more earnestly when they are to share in the company's earnings, so pupils, when they realize that the school's success devolves upon them, enter upon their duties with greater zeal. What does this increased interest mean? It is, or becomes, what we call school spirit. This unconquerable spirit is unquestionably of more value to a school than buildings and equipment. With a similar problem in mind Napoleon once said, "In

war, the morale is to the physical as three is to one." Truly may we in similar words say, "In school, the morale is to the physical as three is to one." Just as we stressed the keeping up of morale among our soldiers of the World War, so we should put forth every effort to build up the morale of our adolescent boys and girls—our most powerful army. To accomplish this we must make them happy and joyous, for a sullen or despondent person lacks morale. Again we find through an extra-curricular activities program the instinctive means of group activity so essential to the development of school spirit or morale.

By this consideration extra-curricular activities may drop merely to the plane of a teaching device whereby the teacher may arouse interest. Such a use is legitimate, but is a less important phase of an extra-curricular activities program. In fact such an advantage is but a by-product. An extra-curricular activities program, since it is not primarily for the purpose of assisting in making interesting certain subjects commonly called "dry," should not be degraded to the rank of a mere teaching device. As a matter of fact, an extra-curricular activities program is not a manufactured device which grows up outside of the school and is then brought in as a secondary consideration, but if worth having, is a spontaneous and natural growth out of curricular activities. Herein lies its value in making interesting certain subjects commonly called "dry." The primary end, however, which is sought in a carefully planned extra-curricular activities program is preparation for a fuller, more wholesome, happier, more useful life. So, while such a program will obviously make school a happier place, and while it will create interest in school in general, those considerations, only as they fit into the bigger purpose, must not be thought of to the detriment of the main purpose of an extra-curricular activities program—more life.

As the writer has become better and better acquainted with the purpose and philosophy of an extra-curricular activities program and as he has thought back over his school career, and of schools visited in the present study, there has come full realization of the vast possibilities of an extra-curricular activities program, and of the richness which it

brings to the life of the pupils. And it may be that the opening up of innumerable possibilities and avenues of life to our boys and girls is in a measure bringing about a condition by which they may have life and that more abundantly. From experience and observation the writer can speak of the certain starvation of the moral and social life of many of our school children, and many grow to old manhood and womanhood and are as a character spoken of by George Eliot. "Is there anything you can fancy that you would like to eat?" she once asked an old laboring man, who was in his last illness, and who had refused all the food his wife had offered him. "No," he answered, "I've never been used to nothing but common victual, and I can't eat that." George Eliot adds that experience had bred no fancies in him that could raise the phantasm of appetite. In like manner many of our young Americans do not dream of the possibilities wrapped within them. Experience has bred in them no fancies. To open up possibilities through experience is the work of our schools. There is no better way to do this than that which the laboratory method affords. There is no better laboratory method than that which an extra-curricular activities program offers.

Since extra-curricular activities as a definite program are yet in their early stage of development there are many of our educators who do not grasp the full significance of the movement. For that reason many are skeptical of the value of an extra-curricular activities program—indeed some see grave danger in such. For that reason it may be well to consider some of the objections or fears raised with reference to an extra-curricular activities program.

It has been said that the tendency among some modern school men is to let the "sideshow run away with the main circus." In this case, extra-curricular activities, and indeed many of the newer subjects in the curriculum, are considered the sideshow, and the older, classical subjects, the main circus. But students of educational problems may well wonder what is the main circus, and what, the sideshow. This morning the twentieth biennial session of the Florida legislature convened. This body will be asked to vote for the support of public education a sum of money greater than any former

appropriation. As argument in favor of the passage of such a measure men will declare that the state will well be repaid for every dollar spent for educational purposes, for such expenditure is an investment in good citizenship. But here arises the problem. How may we most efficiently train the greatest number of citizens? Is a man well trained for American citizenship because he can read, write, and cipher? If so, all efforts to teach the ideals and principles of a democracy, all energy expended in an attempt to gain proper attitudes in life, and to teach the lessons of self-direction, cooperation, and intelligent obedience, can be of no avail. But herein are found the most fundamental principles which underlie all democratic government. Now an extra-curricular activities program is certainly an excellent method of teaching the above-mentioned principles. Then may we not ask what is the sideshow, and what, the main circus? In answer it may be said that extra-curricular activities and curricular activities supplement and grow out of each other and that no school is functioning properly when it is weak in either respect.

Again it may be urged that the curriculum is already overcrowded and can take on no new material. This has been the cry with the addition of each new subject. And it is true that the curriculum has grown continually, ever becoming broader and broader, seldom losing a subject when once incorporated. This condition, however, only shows the progress of man, for as life and its problems become more and more complex, so the curriculum tends to become broader and more comprehensive. And just as there was need of organizing and coordinating the subjects in our high school curriculum, so there is need of organizing and coordinating the extra-curricular activities into a definite program. The following quotation covers well the point at hand. "To train pupils for college entrance is still one of the functions of the high school; yet it is *only one.* The modern high school, with its diversified activities, prepares more pupils for college than the rigid prescribed system of the past used to prepare. The modern high school also recognizes that its prime function is to prepare the vastly larger group to enter business and industrial life upon completion of the high school course. . . . The ideal of the modern high school is that

individual needs, interests, and aptitudes of the pupils be studied with the view of becoming the basis of the entire school organization."

Other critics speak of the modern extra-curricular activities program as a "fad" or a "frill", here today and gone tomorrow. Here it is only necessary to call attention to one fact. The only new idea in extra-curricular activities is the word program. As previously stated extra-curricular activities are as old as our educational system. Now it is proposed to shape these activities into a definite program. It is evident from the fact that schools have always fostered certain extra-curricular activities that school men have long recognized their value, but not until recently has the importance of having a definite extra-curricular activities program been realized. Since boys and girls are going to have certain activities, it now seems logical and best to control these and so lead the pupils on to higher and more important activities of life. Thus it may be seen that extra-curricular activities are not some modern innovation; but are, as many of our present day philosophical questions, an age-long problem clad in a new or altered garment.

In some cases many of the foregoing criticisms are true. They are, however, indictments, not against extra-curricular activities as such, but against certain school men who lacked vision and a working knowledge of an extra-curricular activities program and consequently failed. If an owner of an automobile were to try to adjust the carburetor and found that the engine failed to function properly and finally refused to fire, would his neighbors be justified in declaring that automotive machinery in general is a failure? Because one or even several teachers who know as little about extra-curricular activities as the previously mentioned owner knew of the carburetor, fail miserably in an attempt to institute a definite working program of extra-curricular activities, should the conclusion be drawn that the system is wrong? The system is psychologically and philosophically sound, but it may become a boomerang in the hands of an inexperienced, untrained teacher who has neither the proper knowledge of boys and girls nor the personality to make an extra-curricular activities program a working success. It should be repeated

in passing that the failures in establishing an extra-curricular activities program may be traced either to the fact that the teacher did not know what he was attempting to do, or to the fact that the pupils were not properly prepared to live under the conditions existing in the change from an autocratic to a democratic form of government.

The question regarding the effect on high school scholarship of pupil participation in extra-curricular activities is one often referred to and should be briefly discussed. So far as the writer has been able to examine the literature, there has been little work done along this line by the scientific educator. Reference shall here be made to a study of the pupils of the four high schools of Kansas City, Missouri.

In the Kansas City survey 398 cases were studied—239 girls, and 159 boys. A large number of these graduated from high school in 1921; a smaller number graduated in 1920; and a few graduated in earlier years. The total number included 155 pupils, equally divided between boys and girls, who took no part, or practically no part, in extra-curricular activities. On the other hand, the group included some of the most active members of their respective classes and others of varying degrees of activity. The students studied were those who enrolled in the Kansas City Junior College and constituted about 30 per cent of the total number graduating from the Kansas City high schools. Furthermore the list of students studied was submitted to one of the high school principals and he declared the pupils listed to be representative.

The investigators sought answers to three questions: "(1) During the period when one of the two groups is participating in extra-curricular activities, which group more nearly maintains a standing in scholarship that accords with native ability? (2) Which group shows the higher correlation between scholarship during the period of participation and scholarship during the period before participation ordinarily begins? (3) What significant changes occur in the distribution of high, low, and medium marks?"

After the intelligence tests were given, comparison was made of grades of students both before and during participation. It is not possible to reproduce here the tables of data from which the investigators drew their conclusions. Quot-

ing the investigators in their general conclusion we have: "On the whole, the evidence adduced in this investigation points to the thesis that high school pupils of somewhat more than average intelligence participate in extra-curricular activities, probably as a means of expressing their intelligence beyond the demands of the curriculum, and that such participation does not significantly affect their scholastic standing."

The one activity which had detrimental effect upon the scholastic standing of the participants was athletics. It is interesting to note that this activity is one of the oldest; in fact, it is the one which has always been in our schools and is most nearly universal. It is a well-known fact that athletic prowess and high scholastic standing are, for the most part, antithetic. The fault, however, is not with athletics as an extra-curricular activity, but lies in the fact that America has commercialized school athletics. The fact is that the athletic program, as now conducted, is diametrically opposed to athletics as an extra-curricular activity. Here the slogan is: An activity for every pupil; every pupil in an activity. It is obvious that the purposes are contradictory. An extra-curricular activities program calls for the physical development of every pupil; the present athletic system, stressing the importance of winning and advertisement, "develops" only those who are most nearly perfect physically and who need development the least. Therefore the fact that participation in athletics is decidedly detrimental to high scholastic standing is no criticism of athletics as an extra-curricular activity, but instead is a sad commentary upon the fact that school authorities have allowed athletics to grow wild at variance with the spirit of an extra-curricular activities program. Before passing to the next chapter which outlines in detail the method employed in investigating the status of extra-curricular activities in Florida high schools, let us sum up the main points in this chapter.

Our discussion thus far has been to the effect that the extra-curricular activities program is a natural development of the great shift of attitude from subject matter to child training; that actuated by such motives as the doctrine of individual differences and the tryout, and what were proclaimed the Cardinal Principles of Secondary Education,

extra-curricular activities have grown up closely associated with the junior high school movement. Thus we have shown that the warrant for introducing these activities into the field of secondary education is founded both upon the social philosophy basic to this period of education, the preparation for the worthy use of leisure, which is in accord with one of the seven Cardinal Principles of Secondary Education, and upon the practical results for good in their effect upon the character of the individual pupil, the general morale of the school, and the possible life work of certain individuals.

It has also been pointed out that the criticisms directed at extra-curricular activities arise from a lack of understanding of the underlying principles of such a program, or are not substantiated by the facts, or are in reality against extra-curricular activities of former days wherein there was no organization, no definite program, no directing control. The valid criticism is that which may equally well be brought against any movement; namely, an extra-curricular activities program may be carried to excess. Regarding this it must be admitted that untrained and over zealous teachers may "club" their pupils to death. There must be tempered action.

We are now ready to begin an intensive study of our problem. Let us turn next to a consideration of the method of approach.

CHAPTER II

The Method of this Investigation

This study is an attempt to find out the status of extra-curricular activities in the high schools of Florida. The data for this study were secured from the high school principals, a questionnaire having been mailed the head of every Florida school doing any amount of high school work. This was thought best in order that study and comparison of conditions in one, two, three, and four year high schools, as well as in small, medium, and large high schools, and in those having a standard junior-senior organization might be made with a view to determining just what type of school is rendering the state, through its extra-curricular activities program, the best service in the upbuilding of citizenship.

The locations of the schools and the nature of the material desired each necessitated the use of the questionnaire method. To that end, a questionnaire was prepared, and following the State Superintendent's list of high school principals for 1924-25, each principal was asked to furnish the desired information. In order that the reader may have a clear conception as to exactly how these data were secured, the letter to the principals, together with the blank sent, is here reproduced.

The Letter

University of Florida
Teachers College
Gainesville

February 2, 1925

Department of Secondary Education
Joseph Roemer

Dear Principal:

Enclosed you will find a questionnaire prepared by J. Hooper Wise, a graduate student of the University. Mr. Wise wishes to secure information for a bulletin which he is preparing, and I will consider it a personal favor if you will fill out the questionnaire and return it as soon as possible.

When the study is completed, we plan to publish it, and send to each high school principal a copy, thus rendering mutual service. In arranging the blank, we have tried to organize it so that you will be able to fill it in a very few minutes. A self-addressed stamped envelope is enclosed for your use in returning the questionnaire.

Thanking you for an immediate response, and with best wishes for the remainder of the school year, I am,

Very truly yours,

(Signed) JOS. ROEMER,
Professor of Secondary Education
and High School Visitor

THE QUESTIONNAIRE

.....High School.

.....County.

A.—TYPE OF ORGANIZATION

1. Check the type of organization your school is: Four year high school....., Jr.-Sr. high school....., Jr. (A) high school (grades 9-10)....., Jr. (B) high school (grades 7-8-9)....., Sr. high school (grades 10-11-12).....

2. Give your high school enrollment by grades:

Grade	7	8	9	10	11	12
Enrollment						

B.—TRAINING OF TEACHERS

3. Fill this blank for all teachers doing high school work, including the principal:

Degrees Held	None	L. I.	Bachelors	Masters	Total
Jr. High School					
Sr. High School					
4 yr. High School					
TOTAL					

C.—Student Organizations

4. Fill out this blank for all extra-curricular activities organized in your high school.

Activity	No. Pupils Enrolled	No. Meetings per Mo.
Athletics		
Orchestra		
Literary Society		
Glee Club		
Agricultural Club		
French Club		
Latin Club		
Spanish Club		
Dramatic Club		
Paper (School)		
Band (School)		
Annual (School)		
Boys' Hi-Y Club		
Girls' Hi-Y Club		
Social Science Club		
Art Club		
Science Club		
Commercial Club		
Civics Club		
Radio Club		

D.—Administration of Student Activities

5. Do you have home rooms?

6. If so, on what basis are they organized? (a) By grade?..... (b) By sex?..... (c) By mental rating?..... (d) By common interest?..... (e) Or by what method?.....

7. How many times per week do you have assembly—1, 2, 3, 4, or 5?

8. What percentage of your assembly programs are rendered by the pupils—0-24, 25-49, 50-74, or 75-100?

9. What is the length of your assembly period in minutes—10-19, 20-29, 30-45, or 46-60?

10. Are pupils required to take part in some extra-class activity?

.....

11. Are pupils limited as to number of extra-class activities?

.....

12. If limited, are pupils limited by scholastic attainment as to the number of activities in which they may engage? .....

13. Or by what method? (Explain).....

.....

14. In employing teachers, do you consider the ability to supervise one extra-curricular activity as a basal part of their educational training?.....

15. Do you employ teachers with the understanding that they are to supervise one or more extra-curricular activities?.....

16. Are all activities supervised by teachers?.....

17. If not, are some of the activities supervised?.....

18. If so, which activities are supervised?.....

19. Are teachers chosen to supervise activities:

(a) By the principal?.....

(b) By the faculty?.....

(c) By pupil organizations?.....

(d) By volunteering?.....

20. Is a teacher limited as to the number of activities he may supervise?.....

21. If so, is he limited to two at most?.....

22. In what capacity do club sponsors act: (a) As advisers?..... (b) As inspectors?..... (c) Or as leaders, where they help in arranging programs, plans, etc.?.....

23. Are teachers who supervise activities given exemption from class room or study hall duties?.....

24. If so, is exemption from study hall duties only?.....

25. If not so exempted, are they given extra pay for supervising activities? (Omit paid athletic coaches).....

26. Are 50 per cent or more of meetings held during school hours? .....

27. Are 50 per cent or more of meetings held immediately after school adjourns?.....

28. If not, are 50 per cent or more of meetings held at night?.....

29. Is teacher supervisor always present at meetings?.....

30. If teacher, or substitute, is not present, is there any method of keeping in touch with what happens?.....

31. If so, what method is used?.....

32. Does principal or other faculty member supervise meeting in absence of supervisor?.....

33. Do you have any form of student participation in government? .....

(Please attach copy of your student government constitution.)

E.—Control of Extra-Curricular Funds

34. Do you have pupil treasurers?.....

35. Do you have a high school treasurer who has charge of class and organization funds?.....

36. Are such treasurer's accounts audited by an accountant appointed by the Board of Education?.....

37. Are the finances of activities controlled by the principal or faculty?.....

38. If not, are finances controlled by a student treasurer?.....

39. Are purchases from merchants permitted by pupils without an order from principal or teacher?.....

40. Are regular financial reports made to the principal?.....

F.—Credit for Extra-Curricular Activities

41. Are pupils granted credit toward graduation for extra-curricular activities?.....

42. Does such credit take the place of scholarship credit?.....

43. Is credit granted merely for belonging to an organization? .....

44. Is there any correlation between extra-class activities and the regular class room work of the school?.....

45. Is there any correlation between extra-class activities and community life, such as Red Cross work, etc?.....

G.—Basis of Organizing Extra-Curricular Activities

46. (a) Are activities organized on basis of pupils' interests?.....

(b) Or on basis of teachers' judgment of what pupils should do? .....

(c) Or on no definite basis?.....

H.—Method of Supervising Extra-Curricular Activities

47. Do classes give parties?.....

48. Are all parties supervised by faculty members?.....

49. Are all parties given in school building?.....

50. (a) Is dancing permitted?..... (b) Or encouraged?.....

51. If so, do you prescribe hours?.....

52. Is a special effort made to provide attractive features for those who do not dance?.....

53. Do pupils give parties in which dancing is the only feature? .....

54. (a) Do supervisors of parties prescribe hours?..... (b) Prescribe dress?..... (c) Place of holding party?..... (d) Pupils to be invited?..... (e) Amounts assessed pupils for decorations, refreshments, etc.?.....

....., Principal.

Responses of Principals

Of the 210 questionnaires sent out 98 were filled in and returned promptly. After about 10 days a postal card was sent to each principal who had not responded. To this card 37 replied by returning the questionnaire. After a period of 15 days a second postal card was mailed to those principals who had not yet replied. To this second card 25 replied. As a last resort 15 personal letters, with a second questionnaire enclosed, were sent certain principals who had neglected to report to the first letter and the two postal cards. In reply 10 questionnaires were received, making a total of

170 schools heard from, or 81.0 per cent of all schools doing any kind of high school work. It should be added that as the questionnaire was mailed in February many of the smaller rural high schools were no doubt already closed, hence we received no reply. But of the four year high schools all responded except 7. The follow-up cards are herewith reproduced.

POSTAL CARD NO. 1

Gainesville, Fla.
February 20, 1925

Dear Principal:

On February 2 I sent you a blank to fill for some information on Florida high schools. This blank went to every school in the State. So far yours has not been returned. If you will finish it up and let me have it in the next few days, I will take it as a personal favor.

Your friend,
(Signed) JOS. ROEMER,
Professor of Secondary Education
and High School Visitor

POSTAL CARD NO. 2

Gainesville, Fla.
March 7, 1925

Dear Principal:

Just a note to tell you that I am still wanting that questionnaire sent you last month. A few are still unreturned. I want the study to be complete and am asking that you let me have yours as soon as possible. If you have misplaced it, I will send you another. Thanking you, I am,

Your friend,
(Signed) JOS. ROEMER,
Professor of Secondary Education
and High School Visitor.

THE QUESTIONNAIRE METHOD

The writer is aware of the objections brought against the questionnaire method of collecting data. In the main it is conceded that the objections are valid. But often such

criticisms grow out of the fact that some questionnaires are questionnaires of opinion, not of fact. The questionnaire used in this study is, with the exception of two or three questions, one of fact as shown by sample questions. "Do you have home rooms?" "Do you have student treasurers?" "Are all activities supervised?" "Do you give credit for extra-curricular activities?" are some questions selected at random from the questionnaire. It is at once obvious that each query may and must be answered by *yes* or *no*, and so the questionnaire is one of fact and is as reliable as the individuals who fill it.

Besides, the questionnaire method is the only way by which data could be collected over so large an area as the State of Florida. Personal visits to schools so widely scattered as are those of this commonwealth would entail a great deal of expense and extend over a long period of time.

In consideration of the fact that no other method of collecting the desired data was feasible, and in light of the fact that the questionnaire used was one of fact with no opportunity for expressing opinions, the writer feels justified in the method used and satisfied as to its correctness in indicating the truth in regard to existing conditions and present tendencies.

With the method of the investigation before us let us turn to the tabular results of the study and the interpretation thereof.

CHAPTER III

Extra-Curricular Activities in the High Schools of Florida

The previous chapters have presented the basic principles of an extra-curricular activities program, and the method of procedure followed in collecting the data upon which this study is based. The problem set for this chapter is to determine the present activities in the Florida public schools as indicated by the information secured from the principals of the high schools included in this study.

Chapter III, being based upon the questionnaire which is reproduced in chapter II, logically resolves itself into two parts. First, sections A and B of the questionnaire deal respectively with the type of organization and the training of teachers, and thus furnish a basis or background for the study. These sections are set forth by tables I-VII. The second division of the chapter, dealing with sections C-H of the questionnaire, is presented by means of tables VIII-XXV, which have to do with extra-curricular activities as reported by the high school principals. Let us turn now to section A of the questionnaire.

A—Type of Organization

Tables I-III, which follow, are designed to show the number of schools included in this study, classified according to type and size. It was thought best to disregard the classification of high schools as formulated by the State Department of Public Instruction, and instead to classify them as to number of years of high school work offered. Consequently, we have one, two, three, and four year high schools, and junior and senior high schools. In this study the name junior shall be applied only to those schools which have a separate organization for grades 7-8-9, while we shall designate as senior those high schools having a separate organization for grades 10-11-12.

The classification relative to size is an arbitrary one, having been chosen as fitting the conditions in this state. These different classifications are made that comparisons may be drawn, and that it may be determined what type and size of

school is doing the most to promote an extra-curricular activities program.

TABLE I.

SHOWING THE NUMBER OF ONE, TWO, THREE, AND FOUR YEAR HIGH SCHOOLS INCLUDED IN THIS STUDY CLASSIFIED ACCORDING TO SIZE.

Kind of School	Small Under 60	Medium 60-200	Large Over 200	Total
1-Year	9			9
2-Year	22			22
3-Year	11			11
4-Year	39	53	21	113
Total	81	53	21	155

TABLE II

SHOWING THE NUMBER OF JUNIOR AND SENIOR HIGH SCHOOLS INCLUDED IN THIS STUDY CLASSIFIED ACCORDING TO SIZE.

Kind of School	Small Under 60	Medium 60-200	Large Over 200	Total
Junior			9	9
Senior		1	5	6
Total		1	14	15

TABLE III

SHOWING THE NUMBER OF HIGH SCHOOLS INCLUDED IN THIS STUDY CLASSIFIED ACCORDING TO SIZE AND TYPE.

Kind of School	Small Under 60	Medium 60-200	Large Over 200	Total
1-Year	9			9
2-Year	22			22
3-Year	11			11
4-Year	39	53	21	113
Junior			9	9
Senior		1	5	6
Total	81	54	35	170

Note: See appendices A-F for a classified list of all schools included in this study.

From table I it is shown that all the one, two, and three year high schools are small, having an enrollment under 60. Of the four year high schools 39 are small, 53 have enrollments ranging from 60 to 200, while 21 are large. Table II shows that all junior and senior high schools studied are large with the exception of one, which is of medium size. The total number of schools studied as shown by table III is 170. The State Superintendent's list of high school principals for 1924-25 includes 210 names. Thus it is seen that this study is based upon reports from 81.0 per cent of the high schools of the state.

That we may realize the comprehensiveness of this study in the light of the number of pupils included, let us turn to table IV which follows. This table shows by grade the total enrollment of all types of schools included in the study.

TABLE IV

SHOWING BY GRADES THE TOTAL NUMBER OF PUPILS ENROLLED IN THE HIGH SCHOOLS INCLUDED IN THIS STUDY.

	Grades						
Kind of School	7th	8th	9th	10th	11th	12th	Total
1-Year	.....	.....	90	.....	.....	.....	90
2-Year	.....	.....	258	143	.....	.....	401
3-Year	.....	.....	142	94	56	.....	292
4-Year	.....	.....	5,180	3,670	2,764	2,188	13,802
Junior	3,799	3,131	2,611	.....	.....	.....	9,541
Senior	.....	.....	.....	2,271	1,565	1,125	4,961
Total	3,799	3,131	8,281	6,188	4,385	3,313	29,097

Note: See appendices A-F for a classified list of the schools studied, showing by grade the enrollment of each school.

It has already been shown that the study is remarkably complete from the standpoint of the per cent of schools included. Table IV above shows that 29,097 pupils make up the total enrollment of all the schools that reported. Of this number 6,930 are enrolled in the seventh and eighth grades leaving a total of 22,167 pupils in the high schools organized on the four year plan.

At the Florida Educational Association in December, 1924, State Superintendent W. S. Cawthon in an address before the convention stated that the 1924 enrollment in Florida high schools totaled 23,100. From these figures it may be shown that this study includes 95.5 per cent of all high school pupils. As a result of the fact that the study is based upon conditions as reported by 81.0 per cent of the high schools in the state and in view of the additional fact that the enrollment of these schools constitutes nearly 96.0 per cent of the state's high school enrollment, the writer feels justified in stating that the conclusions drawn indicate the true status of extra-curricular activities in the high schools of Florida.

B—Training of Teachers

To determine what, if any, influence the scholastic training of its teachers has upon the extra-curricular activities program of the school, the writer in collecting data tabulated the number of teachers involved in the study and classified them according to degree held. Tables V-VII, which follow, show in detail the number of each degree held in the 170 high schools studied, classified according to type and size. The tables further show by per cent the distribution of the teachers as to degree held.

TABLE V.

SHOWING THE TRAINING OF TEACHERS IN THE ONE, TWO, THREE, AND FOUR YEAR HIGH SCHOOLS INCLUDED IN THIS STUDY.

Kind of School	Degrees Held														
	Small—Under 60 (81 Schools)					Medium—60-200 (53 Schools)					Large—Over 200 (21 Schools)				
	None	L. I.	Bach.	Mas.	Total	None	L. I.	Bach.	Mas.	Total	None	L. I.	Bach.	Mas.	Total
1-Year	8	1	2	.....	11										
2-Year	27	6	10	1	44										
3-Year	8	2	9	1	20										
4-Year	27	21	93	9	150	37	23	248	22	330	21	8	218	20	267
Total	70	30	114	11	225	37	23	248	22	330	21	8	218	20	267
Percentof Total	31.1	13.4	50.6	4.9	100.0	11.2	7.0	75.1	6.7	100.0	7.9	3.0	81.6	7.5	100.0

Note: One teacher in medium sized 4-year high school has a Ph.D degree.

TABLE VI.

SHOWING THE TRAINING OF TEACHERS IN THE JUNIOR AND SENIOR HIGH SCHOOLS INCLUDED IN THIS STUDY.

	Degrees Held				
Kind of School	None	L. I.	Bach.	Mas.	Total
Junior	172	36	107	1	316
Senior	14	8	157	24	203
Total	186	44	264	25	519
Per Cent of Total	35.8	8.5	50.9	4.8	100.0

TABLE VII.

SHOWING THE TRAINING OF THE TEACHERS IN ALL CLASSES OF HIGH SCHOOLS INCLUDED IN THIS STUDY.

	Degrees Held				
Kind of School	None	L. I.	Bach.	Mas.	Total
1-Year	8	1	2	.....	11
2-Year	27	6	10	1	44
3-Year	8	2	9	1	20
4-Year	85	52	559	51	749
Junior	172	36	107	1	316
Senior	14	8	157	24	203
Total	314	105	844	78	1341
Per cent of Total	23.4	7.8	62.9	5.9	100.0

Note: One teacher in a 4-year high school has a Ph.D dgeree.

From the foregoing tables it is seen that in the case of the one, two, three, and four year high schools the training of teachers, as measured by the number of advanced degrees held, is in direct proportion to the size of the school. For example, in the small schools, 50.6 per cent of the teachers holds a bachelor's degree, while in the medium sized schools 75.1 per cent, and in the large schools 81.6 per cent holds the same degree.

It is significant to notice here, as set forth by table VI, that in the junior high schools only 31.0 per cent of the teachers hold a bachelor's, or higher, degree. This condition, probably accounted for by the fact that the junior high school teachers were, for the most part, taken over from the old grammar schools, materially affects the per cents holding various degrees as shown by tables VI and VII. For example, 88.6 per cent of the senior high school teachers hold degrees equivalent to, or higher than, a bachelor's. On the other hand, if we exclude the junior high school teachers,

we find that 78.6 per cent, or 3.6 per cent more than the 75 per cent requirement of the Association of Colleges and Secondary Schools of the Southern States, of all other teachers included hold a degree equivalent to, or of higher rank than, a bachelor's. These facts and comparisons are given that we may determine the possible influence of scholastic training of teachers upon the promotion, or lack of promotion, of an extra-curricular activities program.

With this consideration of the type of organization, the enrollment of the schools, and the training of the teachers, we are prepared to turn to the second part of the questionnaire, to sections C-H, dealing with the extra-curricular activities as reported.

C—Student Organizations

As stated in chapter I, student organizations, or extra-curricular activities, have existed as long as our educational system. In the main, however, they have consisted of athletics and literary societies. But as our civilization has become more complex, as our industrial and business life has widened, countless lines of endeavor have come in upon us and brought an equal number of new interests. Among our school population we see this manifested in an ever-widening club life.

In tables VIII-X the writer has listed every club reported by the high schools included in this study. Table VIII lists the activities reported by the one, two, three, and four year high schools classified according to type. Table IX includes the list of activities of the same schools classified according to size, while table X gives a complete tabulation of the extra-curricular activities as reported by the junior and senior high schools.

Table VIII should be read as follows: There are 8 one year high schools reporting athletics, with the number of pupils enrolled in the activity ranging from 5 to 17, and with from 1 to 4 meetings per month. Tables IX and X should be read in like manner.

TABLE VIII

SHOWING THE EXTRA-CURRICULAR ACTIVITIES AS REPORTED BY THE HIGH SCHOOLS CLASSIFIED AS TO TYPE.

Activity	1-Year (9 Schools)			2-Year (22 Schools)			3-Year (11 Schools)			4-Year (113 Schools		
	No. Reported	No. Enrolled	No. Meeting per Mo.	No. Reported	No. Enrolled	Meetings per Mo.	No. Reported	No. Enrolled	No. Meeting per Mo.	No. Reported	No. Enrolled	Meetings per Mo.
Athletics	8	5-17	1-4	10	9-27	1-20	7	10-26	1-8	105	6-350	1-20
Orchestra				2	6-19	8				46	4-25	2-24
Literary Society	7	5-17	2-4	13	9-27	2-4	8	15-43	1-4	67	10-690	1-8
Glee Club							2	10-20	2-4	32	12-82	1-9
Agricultural Club				4	8-28	1-4	1	9	8	9	4-93	1-4
French Club							1	4	4	4	14-49	1-2
Latin Club	1	11	4	1	27	4	1	12	2	10	10-300	1-4
Spanish Club							1	10	4	12	12-59	1-4
Dramatics Club				2	16-22	1-2	3	20-21	4-8	16	8-50	1-4
Paper										37	6-16	1-4
Band				1	9	20				2	35	4-8
Annual										25	6-44	1-5
Girls' Hi-Y										6	12-40	1-4
Boys' Hi-Y				2	5-10	4				13	6-40	1-4
Social Science Club										1	88	1
Art Club										2	18-32	1-4
Science Club										12	10-50	2-4
Commerce Club							1	7	5	1	10	4

TABLE VIII—Continued

Activity	1-Year (9 Schools)			2-Year (22 Schools)			3-Year (11 Schools)			4-Year (113 Schools		
	No. Reported	No. Enrolled	No. Meeting per Mo.	No. Reported	No. Enrolled	Meetings per Mo.	No. Reported	No. Enrolled	No. Meeting per Mo.	No. Reported	No. Enrolled	Meetings per Mo.
Civics Club				1	21	4				6	20-38	1-2
Radio Club							1	10	8	2	15 30	1 4
Student Government	2			3						25		
Boy Scouts	1	9	4	2	10	4				4	20-64	1-4
Girl Scouts				2	11	4				2	32-40	1-4
Domestic Science Club				1	11	4				9	10-70	2-4
Social Club										1	29	4
Junior Chamber of Commerce										1	25	4
Music Club										2	30 58	4
Travel Club										1	20	4
Puzzle Club										2	16-20	4
Stamp Club										1	10	2
English Club										1	22	1
Junior Scouts										1	30	2
Girls' Physical Education Club										1	57	4
Junior Red Cross										2	66-85	irreg.
Junior Woman's Club										1	15	2
Vocational Guidance Club										1	144	1
Swimming Club										1	15	2
Girls' Reserve										1	100	1

TABLE IX.

SHOWING THE EXTRA-CURRICULAR ACTIVITIES AS REPORTED BY THE HIGH SCHOOLS CLASSIFIED AS TO SIZE

Activity	Small—Under 60 (81 Schools)			Medium—60-200 (53 Schools)			Large—Over 200 (21 Schools)		
	No. Reported	No. Enrolled	No. Meetings per Mo.	No. Reported	No. Enrolled	No. Meetings per Mo.	No. Reported	No. Enrolled	No. Meetings per Mo.
Athletics	63	6-58	1-20	47	8-176	1-20	20	30-350	1-20
Orchestra	8	2-19	2-8	22	1-20	2-20	18	6-30	2-24
Literary Society	35	5-50	1-4	30	11-200	1-4	10	30-690	1-8
Glee Club	9	15-58	1-8	19	12-82	4-9	9	25-55	4-8
Agricultural Club	11	8-28	1-4	2	15-6	2-4	1	93	irreg.
French Club	1	4	4	2	14-29	1	2	20-49	1-2
Latin Club	4	27-30	2-4	4	10-60	1-4	5	29-300	1-4
Spanish Club	.....	.....	.....	7	12-23	1-2	6	29-59	1-4
Dramatics Club	9	16-25	2-8	8	20-40	1-4	4	20-50	1-4
Paper	.....	.....	.....	24	6-12	1-20	13	8-30	2-4
Annual	.....	.....	.....	12	6-23	1-2	13	10-44	1-4
Band	1	9	20	1	35	1	1	35	8
Girls' Hi-Y	2	12-20	2-4	3	25-40	4	1	40	1
Boys' Hi-Y	3	5-12	2-4	7	8-50	1-4	5	15-40	1-4
Social Science Club	.....	.....	.....	.....	.....	.....	1	88	1
Art Club	.....	.....	.....	2	18-32	4	.....	.....	.....
Science Club	2	28-38	2-8	5	8-38	2-4	5	15-50	2-4
Commercial Club	1	7	4	1	10	4	.....	.....	.....
Civics Club	3	9-38	2-4	3	23	1	1	50	4

TABLE IX—Continued

	Small—Under 60 (81 Schools)			Medium—60-200 (53 Schools)			Large—Over 200 (21 Schools)		
	No. Reported	No. Enrolled	No. Meetings per Mo.	No. Reported	No. Enrolled	No. Meetings per Mo.	No. Reported	No. Enrolled	No. Meetings per Mo.
Radio Club	1	10	8	1	15	4	1	30	4
Student Government	10	.....	.....	9	.....	.....	11	.....	.....
Boy Scouts	3	9-32	2-4	3	32-64	1-2	1	24	4
Girl Scouts	2	10-11	4	2	32-40	1 4	.....	.....	.....
Domestic Science Club	5	10-16	1-2	4	20-25	2-4	1	70	2
Social Club	.....	.....	.....	1	29	4	.....	.....	.....
Jr. Chamber of Commerce	.....	.....	.....	.....	.....	.....	1	25	4
Music Club	.....	.....	.....	2	30-58	4	.....	.....	.....
Travel Club	.....	.....	.....	1	20	4	.....	.....	.....
Puzzle Club	.....	.....	.....	2	16-20	4	.....	.....	.....
Stamp Club	.....	.....	.....	1	10	4	.....	.....	.....
English Club	.....	.....	.....	.....	.....	.....	1	22	1
Junior Scouts	1	30	2	.....	.....	.....	.....	.....	.....
Girls' Physical Education	.....	.....	.....	1	57	4	.....	.....	.....
Junior Red Cross	1	85	irreg.	1	66	irreg.	.....	.....	.....
Junior Woman's Club	.....	.....	.....	1	15	2	.....	.....	.....
Vocational Guidance Club	.....	.....	.....	1	114	1	.....	.....	.....
Swimming Club	.....	.....	.....	1	15	2	.....	.....	.....
Girls' Reserve	.....	.....	.....	1	100	1	.....	.....	.....

TABLE X.

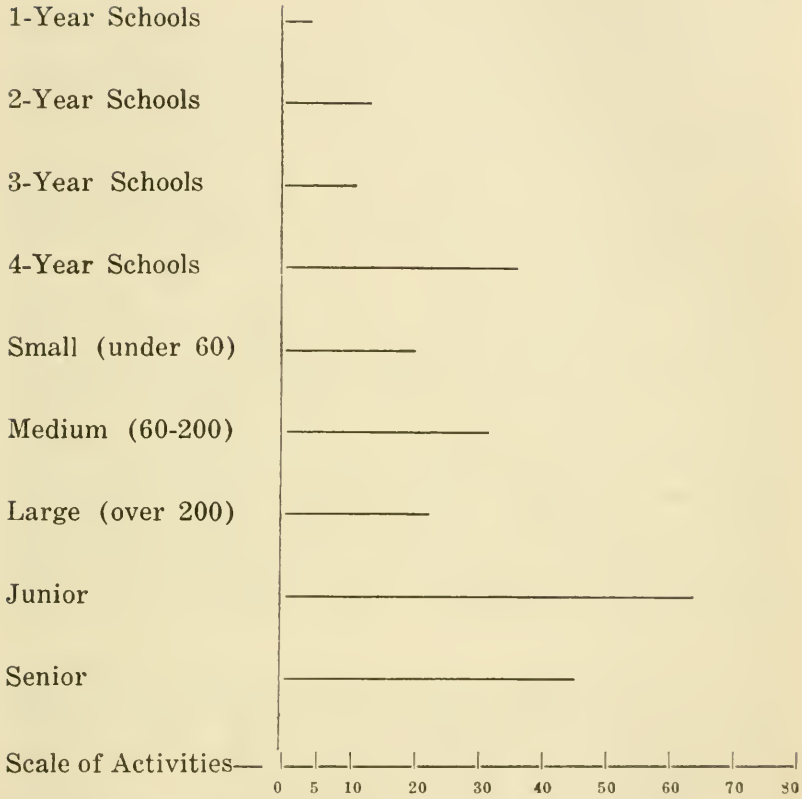
SHOWING THE EXTRA-CURRICULAR ACTIVITIES AS REPORTED BY THE JUNIOR AND SENIOR HIGH SCHOOLS.

Activity	Junior (9 Schools)			Senior (6 Schools)		
	No. Reported	No. Enrolled	No. Meetings per Mo.	No. Reported	No. Enrolled	No. Meetings per Mo.
Athletics	9	52-1000	1-20	6	60-422	1-10
Orchestra	8	11-43	4-20	5	20-43	4-12
Literary Society	5	140-725	2-8	4	16-70	2-4
Glee Club	7	25-175	4-12	3	66-125	4-8
Agricultural Club	1	35	4	.....	.....	.....
French Club	1	25	8	4	20-102	1-4
Latin Club	3	25-72	4	4	95-120	1-2
Spanish Club	1	25	4	5	26-100	1-4
Dramatics Club	7	30-250	2-8	3	25-64	2-4
Paper	5	30-1000	8-20	6	19-60	2-20
Band	1	25	12	2	18-50	1-4
Annual	1	1000	12	4	15-47	2-20
Girls' Hi-Y	2	25-30	4	4	30-75	4
Boys' Hi-Y	3	8-12	2-4	6	20-55	4
Social Science Club	2	35-53	2-4	1	14	2
Art Club	4	6-42	4-8	.....	.....	.....
Science Club	2	16-43	4-8	3	20-50	2-4
Commerce Club	1	23	4	1	24	1
Civics Club	2	35-50	2-4	1	200	2
Radio Club	5	20-50	2-8	2	16-30	2-4
Student Government	5	.....	.....	4	.....	.....
Boy Scouts	2	40-42	4-8	.....	.....	.....
Girl Scouts	1	40	4	.....	.....	.....
Domestic Science Club	3	15-90	4	.....	.....	.....
Social Service Club	1	34	8	.....	.....	.....
Forestry Club	2	22-80	4-8	.....	.....	.....
Good Books Club	2	40-41	4-8	.....	.....	.....
Know Your City Club	2	40-42	4-8	.....	.....	.....
Travel Club	2	40-42	4-8	.....	.....	.....
Camp Fire Girls	2	20-70	2-4	.....	.....	.....
Picture Club	2	35-70	4-8	1	14	4
Current Events Club	2	80-89	4-8	.....	.....	.....
Music Club	2	38-79	2-8	1	24	4
Girls' Reserve	1	70	4	.....	.....	.....
Parliamentary Law Club	2	25-80	2-8	1	12	4
Nature Club	2	22-40	2-8	.....	.....	.....
Traffic Club	1	40	8	.....	.....	.....
Sand Bur Club	1	80	8	.....	.....	.....
A. M. Boosters Club	1	25	irreg.	.....	.....	.....

TABLE X—Continued

Activity	Junior (9 Schools)			Senior (6 Schools)		
	No. Reported	No. Enrolled	No. Meetings per Mo.	No. Reported	No. Enrolled	No. Meetings per Mo.
Four H Club	1	13	irreg.	.....	.....	.....
Cheerio Club	1	25	irreg.	.....	.....	.....
Swimming Club	1	39	irreg.	.....	.....	.....
Mathematics Club	1	18-39	4-8	1	3	4
Astronomy Club	1	20	4	.....	.....	.....
Cartoon Club	1	25	4	.....	.....	.....
Scout Craft Club	1	25	4	.....	.....	.....
Etiquette Club	1	32	4	1	125	4
Auto Mechanics Club	1	20	4	.....	.....	.....
Dance Club	1	40	4	.....	.....	.....
Stamp Club	2	11-13	4-8	.....	.....	.....
Movie Club	1	18	4	1	50	4
Reporters Club	1	150	8	.....	.....	.....
Physical Education Club	1	88	8	.....	.....	.....
Story Tellers Club	1	104	8	1	25	4
Magazine Club	1	37	8	.....	.....	.....
House and Garden Club	1	32	8	.....	.....	.....
Hall of Fame	1	41	8	.....	.....	.....
Bird Club	1	41	8	.....	.....	.....
General Information Club	1	36	8	.....	.....	.....
Famous People	1	36	8	.....	.....	.....
Public Speaking	1	28	8	1	15	2
Book Lovers Club	1	28	8	.....	.....	.....
Know Florida	1	39	8	.....	.....	.....
Popular Mechanics	.....	.....	8	.....	.....	.....
K. S. Book Club	1	22	8	.....	.....	.....
Scribblers Club	.....	.....	.....	1	20	4
Bachelor Booster Club	.....	.....	.....	1	30	4
Junior Woman's Club	.....	.....	.....	1	150	2
Girls' Council	.....	.....	.....	1	6	irreg.
Jr. Chamber of Commerce	.....	.....	.....	1	150	4
B-Square Club	.....	.....	.....	1	30	4
Opera Study Club	.....	.....	.....	1	75	4
Camera Club	.....	.....	.....	1	19	4
Twentieth Century Club	.....	.....	.....	1	22	4
Speed Typing Club	.....	.....	.....	1	8	4
Microscopic Club	.....	.....	.....	1	20	4
Archery Club	.....	.....	.....	1	15	8
Rifle Club	.....	.....	.....	1	60	8
Appropriate Dress Club	.....	.....	.....	1	6	4
Home Making Club	.....	.....	.....	1	30	8

GRAPH I.



Graphic comparison of the number of Extra-Curricular Activities reported by the high schools included in this study, classified as to type and size.

The foregoing tables need no further explanation. Conclusions concerning them can best be drawn after a study of graph I which follows table X. From this graphic summary of the three foregoing tables some interesting conditions are observed. In the first place, it is shown that the three year high schools have fewer activities than the two year schools. This may be accounted for by the fact that Florida has a number of old two year high schools, sometimes erroneously called junior high schools. These schools, being older and recognized by the Department of Education,

are probably better organized than the three year high schools, which have no legal status.

We find only five clubs reported in the one year high schools. These probably take care of the club life needed. The striking thing, however, is the fact that these schools, though in the rural sections, have not a single agricultural club. Athletics and literarv societies predominate. These two activities are found most often in every type of school with orchestra, school paper, glee club, student government, annual, dramatics, boys' Hi-Y, Spanish, science, and Latin, ranking in the order named.

When we study the graph in regard to the schools classified according to size we find a more even distribution of student activities. It will be observed, however, that the medium sized high school leads by a considerable margin in the number of extra-curricular activities. If the full development of a students' activities program is an index to a school's social efficiency, the foregoing graph bears witness to a previously demonstrated fact; namely, the medium sized high school is more efficient than either the small or the large high school.

In the schools with junior and senior organizations we find a greater wealth of activities, with those in the junior high school far outnumbering those of any other type. The schools classified as senior high schools report more activities than the regular four year high schools, though the increase is small. But when we observe that these schools, with one exception, are large, and then compare them with the schools above classified as large, we find that under the junior-senior organization, the senior high schools have nearly twice as many activities as the large schools under the old four year type of organization. Thus it is evident that the new junior-senior organization, through its extra-curricular activities program, is attempting by the laboratory method to train its pupils to be citizens in a democracy. Not all the schools of this type of organization, however, are developing an extra-curricular activities program. Six of the nine junior high schools have rather extensive programs while only one of the six senior high schools has much more than the average four year high school of a corresponding

size. In each case there was found one outstanding school, located, however, in widely separated sections of the state. The junior high school in question reported a complete student organization with 48 clubs listed, while the outstanding senior high school reported 31 activities.

The foregoing fact concerning the extra-curricular activities program of the junior high schools raises an interesting question when considered in the light of table VI which shows that approximately 69.0 per cent of all junior high school teachers do not hold a degree of bachelors rank; in fact, 54.4 per cent holds no degree at all. Moreover, that junior high school with the most extensive extra-curricular activities program has the highest percentage (91.2 per cent) of teachers with no degree. This striking combination may be accounted for by two facts. In the first place, the principal of the junior high school under discussion is, in the writer's opinion, the best trained man in the state for extra-curricular activities work. He is a college trained man of leadership and personality, has a vision, and is thoroughly conversant with the purpose of an extra-curricular activities program, and with the means of carrying it into effect. Consequently, he has "sold" his idea to his faculty. In the second place, the faculty of this junior high school came from grammar schools where some extra-curricular activities work was already being done. Indeed many of these teachers constituted, in part at least, the faculty of a grammar school the principal of which was the present head of the above mentioned junior high school. For this reason many of them under their principal had had several years of training along the line of extra-curricular activities work.

With these facts before us we may conclude that college training on the part of the teachers, important as it must always be, is not necessary to the successful development of an extra-curricular activities program. The one requisite, then, is leadership with a purpose and a vision.

D—Administration of Student Activities

After having reviewed the student organizations as found in the 170 schools studied, our next step is to determine the method of administering these activities. With that purpose

let us turn to tables XI-XIII dealing with that phase of the study. (For questions under discussion see questionnaire in chapter II.) The method followed is as in previous tables, table XI showing classified replies from the one, two, three, and four year high schools, table XII presenting the replies from the same schools classified according to size, while in table XIII are to be found the replies from the junior and senior high schools. Table XI is read as follows: To question 5, Do you have home rooms? 1 one year high school answered yes and 7, no; 3 two year high schools answered yes and 11, no; etc., making a total of 123 replies of which the majority was no. Tables XII and XIII should be read in like manner.

TABLE XI.

SHOWING REPLIES TO QUESTIONS 5 TO 33 DEALING WITH ADMINISTRATION OF EXTRA-CURRICULAR ACTIVITIES IN HIGH SCHOOLS CLASSIFIED ACCORDING TO TYPE.

	1-Year		2-Year		3-Year		4-Year			
Q. No.	Yes	No	Yes	No	Yes	No	Yes	No	Total	Majority
5	1	7	3	11	2	7	50	42	123	No
6										
a	3		3		3		47		56	
b			2		2		6		10	
c			1		2		0		3	
d	4		1				5		10	
e										
7										
1	1		3		6		10		20	
2	3		1		1		18		23	
3			1		1		10		12	
4			1				2		3	
5	3		12		5		60		80	
8										
0-24	3		9		5		42		59	
25-49										
50-74			3		1		35		39	
75-100	3		5		3		15		26	
9										
10-19	2		5		5		37		49	
20-29	4		6		4		34		49	
30-45	1		8		2		37		49	
46-60							2		2	
10	3	3	5	11	8	2	45	58	135	No
11	4	4	4	8	4	7	37	58	126	No
12	6	2	6	1	3	2	44	8	72	Yes
13										
14	4	4	10	6	10	0	74	25	133	Yes
15	3	3	7	8	9	1	66	40	137	Yes
16	5	3	11	3	10		101	6	139	Yes
17	3		1				6		10	Yes
18										
19										
a	5		15		11		85		116	
b			2		2		20		24	
c	1		4		1		35		41	
d			5		1		28		35	
20	3	2	8	8	6	3	54	47	131	Yes
21	3		8	3	4	2	51	3	74	Yes
22										
a	1		2		2		59		64	
b	1		1				5		7	
c	2		4		9		47		62	
23	1	4	3	14	4	7	29	75	137	No
24	2	2	4	3	4	1	13	6	35	Yes
25		5		10		6		83	104	No
26	5	2	13	2	6	2	58	44	132	Yes
27	2	2	4	7	4	4	50	40	113	Yes
28	1	5	2	10		6	6	30	60	No
29	6	1	16	2	9		87	14	135	Yes
30	2	1	15	1	3	1	18	6	47	Yes
31										
32	6		11		8		77	8	110	Yes
33	2	6	3	18		8	25	70	132	No

TABLE XII.

SHOWING REPLIES TO QUESTIONS 5 TO 33 DEALING WITH ADMINISTRATION OF EXTRA-CURRICULAR ACTIVITIES IN HIGH SCHOOLS CLASSIFIED ACCORDING TO SIZE.

	Small Under 60		Medium 60-200		Large Over 200			
Q. No.	Yes	No	Yes	No	Yes	No	Total	Majority
5	17	37	23	26	16	5	123	No
6	.....	.....	.....	.....	.....	.....	.....	.....
a	16	.....	23	.....	17	.....	36	.....
b	3	.....	2	.....	5	.....	10	.....
c	2	.....	.....	.....	1	.....	3	.....
d	5	.....	.....	.....	5	.....	10	.....
e	.....	.....	.....	.....	.....	.....	.....	.....
7	.....	.....	.....	.....	.....	.....	.....	.....
1	6	.....	11	.....	3	.....	20	.....
2	9	.....	11	.....	3	.....	23	.....
3	6	.....	3	.....	3	.....	12	.....
4	2	.....	.....	.....	1	.....	3	.....
5	44	.....	25	.....	11	.....	80	.....
8	.....	.....	.....	.....	.....	.....	.....	.....
0-24	30	.....	20	.....	9	.....	59	.....
25-49	10	.....	7	.....	2	.....	19	.....
50-74	14	.....	18	.....	7	.....	39	.....
75-100	16	.....	7	.....	3	.....	26	.....
9	.....	.....	.....	.....	.....	.....	.....	.....
10-19	29	.....	11	.....	9	.....	49	.....
20-29	25	.....	20	.....	6	.....	49	.....
30-45	22	.....	20	.....	6	.....	48	.....
46-60	.....	.....	1	.....	1	.....	2	.....
10	35	31	21	29	5	14	135	No
11	24	35	16	23	9	9	126	No
12	26	8	25	5	10	.....	72	Yes
13	.....	.....	.....	.....	.....	.....	.....	.....
14	50	16	35	12	16	7	133	Yes
15	37	24	36	18	12	10	167	Yes
16	60	7	47	4	20	1	139	Yes
17	5	.....	3	.....	2	.....	10	Yes
18	.....	.....	.....	.....	.....	.....	.....	.....
19	.....	.....	.....	.....	.....	.....	.....	.....
a	56	.....	41	.....	19	.....	116	.....
b	4	.....	13	.....	7	.....	24	.....
c	11	.....	10	.....	20	.....	41	.....
d	14	.....	13	.....	8	.....	35	.....
20	32	34	24	23	15	3	131	Yes
21	27	1	27	4	12	3	74	Yes
22	.....	.....	.....	.....	.....	.....	.....	.....
a	16	.....	32	.....	16	.....	64	.....
b	3	.....	3	.....	1	.....	7	.....
c	23	.....	23	.....	16	.....	62	.....
23	17	48	9	42	11	10	137	No
24	12	3	5	5	6	4	35	Yes
25	.....	47	.....	42	.....	15	104	No
26	40	27	26	23	16	.....	132	Yes
27	25	37	17	16	18	.....	113	Yes
28	5	30	4	21	.....	.....	60	No
29	52	10	48	4	18	3	135	Yes
30	25	3	9	3	4	3	47	Yes
31	.....	.....	.....	.....	.....	.....	.....	.....
32	45	4	39	1	18	3	110	Yes
33	10	54	9	37	11	11	132	No

TABLE XIII.

SHOWING REPLIES TO QUESTIONS 5 TO 33 DEALING WITH ADMINISTRATION OF EXTRA-CURRICULAR ACTIVITIES IN JUNIOR AND SENIOR HIGH SCHOOLS.

	Junior		Senior			
Q. No.	Yes	No	Yes	No	Total	Majority
5	9	.....	5	1	15	Yes
6	.....	.....	.....	.....	.....	.....
a	8	.....	4	.....	12	.....
b	.....	.....	.....	.....	.....	.....
c	3	.....	.....	.....	3	.....
d	1	.....	1	.....	2	.....
e	.....	.....	.....	.....	.....	.....
7	.....	.....	.....	.....	.....	.....
1	2	.....	1	.....	3	.....
2	3	.....	2	.....	5	.....
3	.....	.....	1	.....	1	.....
4	.....	.....	.....	.....	.....	.....
5	4	.....	2	.....	6	.....
8	.....	.....	.....	.....	.....	.....
0-24	2	.....	.....	.....	2	.....
25-49	2	.....	3	.....	5	.....
50-74	2	.....	1	.....	3	.....
75-100	3	.....	2	.....	5	.....
9	.....	.....	.....	.....	.....	.....
10-19	1	.....	.....	.....	1	.....
20-29	1	.....	.....	.....	1	.....
30-45	6	.....	3	.....	9	.....
46-60	1	.....	1	.....	2	.....
10	4	4	1	4	13	No
11	5	3	4	2	14	Yes
12	4	.....	4	.....	8	Yes
13	.....	.....	.....	.....	.....	.....
14	7	1	6	.....	14	Yes
15	4	3	4	1	12	Yes
16	8	1	6	.....	15	Yes
17	1	.....	.....	.....	1	Yes
18	.....	.....	.....	.....	.....	.....
19	.....	.....	.....	.....	.....	.....
a	6	.....	5	.....	11	.....
b	1	.....	.....	.....	1	.....
c	2	.....	4	.....	6	.....
d	4	.....	2	.....	6	.....
20	4	4	3	2	13	Yes
21	4	.....	1	1	6	Yes
22	.....	.....	.....	.....	.....	.....
a	4	.....	6	.....	10	.....
b	.....	.....	.....	.....	.....	.....
c	6	.....	4	.....	10	.....
23	7	1	3	3	14	Yes
24	1	.....	2	.....	3	Yes
25	.....	6	.....	3	9	No
26	6	2	3	3	14	Yes
27	3	5	3	3	14	No
28	.....	8	.....	6	14	No
29	7	1	6	.....	14	Yes
30	1	.....	3	.....	4	Yes
31	.....	.....	.....	.....	.....	.....
32	7	.....	4	1	12	Yes
33	5	2	4	1	12	Yes

Fundamental to a successful extra-curricular activities program is the home room. This furnishes the unit of activity if organized along the proper lines—those of common interests. But when the three foregoing tables are studied one finds that the majority of one, two, three, and four year high schools does not have home rooms at all. Of those having home rooms 100.0 per cent report that the basis of organization is the grade or class to which pupils belong, thus overlooking the principle of common interest. It should be mentioned in justice to these schools that many report other methods of organizing home rooms. From this it may be concluded that class lines are first considered, and then the method of common interest, sex, and mental rating are applied within the grades. And in the case of the larger schools this method is probably practicable since each class is large enough to furnish a number of groups with common interests. On the other hand, Belting can see no good in class groups as such, deeming it of more importance that a pupil graduate from high school than that he be a member of the class of 1925.

By comparing tables XI and XII we find that the conditions in reference to question 5 are better in the larger four year high schools. Table XIII shows a still more hopeful situation in regard to the junior and senior high schools, all of the former, and all of the latter, except one, reporting home rooms. Again, as was shown by tables VIII-X, the schools under the junior-senior organization are making the most progress in developing an extra-curricular activities program.

The assembly periods, which vary in length from 10 minutes to an hour, and which are scheduled from 1 to 5 times per week, are, for the most part, of the old type wherein the principal of the school serves as a human bulletin board and a guard over the sacred lockstep. It is hopeful, however, to notice that approximately 25 per cent of the regular traditional high schools and 33.3 per cent of the junior and senior high schools report that 75 per cent, or more, of their chapel programs are conducted by the students. Reports from 3 schools state that all assemblies are in complete charge of the students.

An activity for every pupil, every pupil in an activity, is the slogan of the best authorities in the field of extra-curricular activities. Applying this slogan to conditions as represented by replies to questions 10 and 11, we find that the principals of the high schools have not caught the spirit of an extra-curricular activities program. This is shown by the fact that the majority of the schools does not provide an activity for each child and have each child in an activity. Furthermore only the junior and senior high schools limit the pupils as to the number of activities in which they may engage. In the main, then, Florida high schools are proceeding along the paths of schools of a hundred years ago in allowing a few pupils—the leaders—to have extra-curricular activities if they wish, and as many as they wish.

It appears that the ability to supervise one, or more, extra-curricular activity is considered in employing teachers. Furthermore the extra-curricular activities are supervised. But, contrary to the best practices, the vast majority of extra-curricular activities sponsors are chosen by the principal, though many schools report a combination of methods used in selecting teacher supervisors. These teachers, who serve as advisers, or as leaders, are limited to two activities, but are given no exemption from other duties except in the case of the junior and senior high schools in which exemption from study hall duties is allowed club sponsors. No extra pay is granted for sponsoring activities.

To be in keeping with the true spirit of an extra-curricular activities program the meetings should be held during school hours at a period provided for such. In the case of the one, two, three, and four year high schools we find an equal division between questions 26 and 27. Thus the meetings are, for the greatest part, held during school hours or immediately after school adjourns. The schools with the junior-senior organization report a regular school hour for their extra-curricular activities period.

In answer to question 33 in regard to student government the replies are overwhelmingly negative (77.2 per cent) in the case of the 155 schools organized along old lines. With

the 15 junior and senior high schools we find an almost complete reversal, 75.0 per cent reporting student government. Only 8 schools in answer to the request following question 33 sent copies of their student organization for participation in government. (For types of student government constitutions see appendices A-H of part II.)

It is a significant fact that 5 of the 8 constitutions mentioned above are from schools organized under the junior-senior plan. Since out of a total of 39 schools reporting student government, only 8 have written constitutions, it must be concluded that many of the number have no organized student body, but only some form of the milder kind of "co-operation". Some few report that they operate under an unwritten constitution. In all, it appears that little is being done along the line of student participation in government.

E—Control of Extra-Curricular Activities Funds

Tables XIV-XVI, which follow, set forth the conditions with regard to control of extra-curricular activities funds in the Florida high schools. Table XIV should be read as follows: Of the one year high schools 2 have pupil treasurers and 5 do not; 8 two year high schools report pupil treasurers, and 9 do not; etc., giving 134 as the total number of replies, with the majority in the affirmative. Tables XV and XVI are read in like manner. (For questions under discussion see questionnaire in chapter II.)

TABLE XIV.

Showing Replies to Questions 34 to 40 Dealing with Control of Extra-Curricular Activities Funds in High Schools Classified According to Type.

	1-Year		2-Year		3-Year		4-Year			
Q. No.	Yes	No	Yes	No	Yes	No	Yes	No	Total	Maj'y
34	2	5	8	9	4	4	94	8	134	Yes
35	.....	5	2	12	2	5	39	58	123	No
36	.....	.....	.....	9	1	4	5	86	105	No
37	5	.....	13	2	8	.....	92	9	129	Yes
38	1	1	1	2	3	2	12	4	26	Yes
39	.....	5	1	14	.....	7	17	96	140	No
40	2	2	5	10	3	4	60	28	114	Yes

TABLE XV.

SHOWING REPLIES TO QUESTIONS 34 TO 40 DEALING WITH CONTROL OF EXTRA-CURRICULAR ACTIVITIES FUNDS IN HIGH SCHOOLS CLASSIFIED ACCORDING TO SIZE.

	Small Under 60		Medium 60-200		Large Over 200			
Q. No.	Yes	No	Yes	No	Yes	No	Total	Majority
34	42	20	48	2	18	4	134	Yes
35	26	40	12	27	5	13	123	No
36	22	45	4	35	.....	19	105	No
37	53	7	46	3	19	1	129	Yes
38	11	7	2	1	4	1	26	Yes
39	5	64	10	40	3	18	140	No
40	30	21	29	15	11	8	114	Yes

TABLE XVI.

SHOWING REPLIES TO QUESTIONS 34 TO 40 DEALING WITH CONTROL OF EXTRA-CURRICULAR ACTIVITIES FUNDS IN JUNIOR AND SENIOR HIGH SCHOOLS.

	Junior		Senior			
Q. No.	Yes	No	Yes	No	Total	Majority
34	6	3	5	.....	14	Yes
35	2	6	2	4	14	No
36	1	6	2	3	12	No
37	6	3	5	1	15	Yes
38	1	.....	1	.....	2	Yes
39	1	7	.....	6	14	No
40	3	4	5	1	13	Yes

By comparison we find that all schools, regardless of size or type of organization, use the same general practices in controlling extra-curricular activities funds. In general, there are pupil treasurers who make regular reports to the principal. Pupil treasurers do not make purchases from merchants without an order from the principal. Pupil activities funds are not controlled by the board of education, through audits. In the main, there seems to have been no material change in the state's schools with reference to control of extra-curricular activities funds.

F—CREDIT FOR EXTRA-CURRICULAR ACTIVITIES

The following three tables present the tendencies toward granting credit for extra-curricular activities. These tables, as in former sections of the questionnaire, represent the replies under question as reported by the regular high schools classified according to type and size and by the junior and

senior high schools. These tables are read in like manner as the previous tables. (For questions under discussion see questionnaire in chapter II.)

TABLE XVII.

SHOWING REPLIES TO QUESTIONS 41 TO 45 DEALING WITH THE GRANTING OF CREDIT FOR EXTRA-CURRICULAR ACTIVITIES IN HIGH SCHOOLS CLASSIFIED ACCORDING TO TYPE.

	1-Year		2-Year		3-Year		4-Year			
Q. No.	Yes	No	Yes	No	Yes	No	Yes	No	Total	Majority
41	2	5	1	12	2	7	23	83	135	No
42	1	1	.....	6	.....	8	9	64	89	No
43	.....	7	2	13	.....	.....	1	67	90	No
44	4	1	9	3	5	4	67	30	123	Yes
45	4	1	7	5	5	3	57	44	126	Yes

TABLE XVIII.

SHOWING REPLIES TO QUESTIONS 41 TO 45 DEALING WITH THE GRANTING OF CREDIT FOR EXTRA-CURRICULAR ACTIVITIES IN HIGH SCHOOLS CLASSIFLED ACCORDING TO SIZE.

	Small Under 60		Medium 60-200		Large Over 200			
Q. No.	Yes	No	Yes	No	Yes	No	Total	Majority
41	11	52	11	40	6	15	135	No
42	4	28	5	46	1	5	89	No
43	2	38	1	35	.....	14	90	No
44	37	18	33	14	15	6	123	Yes
45	28	27	29	20	17	5	126	Yes

TABLE XIX.

SHOWING REPLIES TO QUESTIONS 41 TO 45 DEALING WITH THE GRANTING OF CREDIT FOR EXTRA-CURRICULAR ACTIVITIES IN JUNIOR AND SENIOR HIGH SCHOOLS.

	Junior		Senior			
Q. No.	Yes	No	Yes	No	Total	Majority
41	.....	8	1	5	14	No
42	.....	.....	1	2	3	No
43	.....	.....	1	3	4	No
44	6	2	5	1	14	Yes
45	5	3	5	1	14	Yes

As the foregoing tables show, few schools (only 29 out of 170) grant credit for extra-curricular activities. In the case of those which grant credit, it does not take the place of scholarship credit. All types of schools report that their extra-curricular activities are correlated with class room work and with community life.

It is the opinion of the authorities that credit should be granted for extra-curricular activities. Seldom, however, is it granted in place of scholarship credit. In other words,

if 16 credits are required for graduation from high school, the number remains the same when an extra-curricular activities program is instituted. But for these extra-curricular activities—those activities in which the pupils are going to engage anyway—there is a program and enough definite work is required to make it justifiable to grant credit, if not toward graduation, at least toward some end such as an honor society, some worthy end which is designed to arouse the ambitions of pupils. The schools included in this study, then, have done little toward granting credit for extra-curricular activities. One junior high school principal reports that all such activities in his school are intra-curricular, not extra-curricular. In his school a place in the daily schedule is set aside for student activities and every pupil takes part in at least one, for which credit is granted, but not in place of scholarship credit.

G—Basis of Organizing Extra-Curricular Activities

Tables XX-XXII, which follow, give the tabular replies to question 46 of the questionnaire. There is no more important question concerning extra-curricular activities than that of the basis of organization. Let us now examine the following tables. (For questions embraced in these tables see questionnaire in chapter II.)

TABLE XX.

Showing Replies to Question 46 Dealing with the Basis of Organizing Extra-Curricular Activities in High Schools Classified According to Type.

	1-Year		2-Year		3-Year		4-Year			
Q. No.	Yes	No	Yes	No	Yes	No	Yes	No	Total	Majority
46										
a	7		11		5		85		108	
b	3		5		10		36		54	
c			2		3		3		8	

TABLE XXI.

Showing Replies to Question 46 Dealing with the Basis of Organizing Extra-Curricular Activities in High Schools Classified According to Size.

	Small Under 60		Medium 60-200		Large Over 200			
Q. No.	Yes	No	Yes	No	Yes	No	Total	Majority
46								
a	52		38		18		108	
b	27		19		8		54	
c	6		2				8	

TABLE XXII.

SHOWING REPLIES TO QUESTION 46 DEALING WITH THE BASIS OF ORGANIZING EXTRA-CURRICULAR ACTIVITIES IN JUNIOR AND SENIOR HIGH SCHOOLS.

	Junior		Senior			
Q. No.	Yes	No	Yes	No	Total	Majority
46						
a	7		6		13	
b	2		1		3	
c						

We find here a very encouraging condition. Tables XX and XXI show that in the case of the old type of high school 69.6 per cent of the activities is organized on the basis of the pupils' interest, while table XXII presents the fact that 13 of the 14 junior and senior high schools, or 86.7 per cent, use the same basis of organization. In many cases the pupils' interest is supplemented by the teachers' judgment of what pupils should do. Only 5.1 per cent of the one, two, three, and four year high schools has no definite plan of organization. All junior and senior high schools have a definite basis upon which extra-curricular activities are organized. This is a hopeful condition and conclusive of the fact that the principals of Florida high schools have a clear understanding of the psychological basis of organizing extra-curricular activities.

H—METHOD OF SUPERVISING EXTRA-CURRICULAR ACTIVITIES

The vulnerability of an extra-curricular activities program is often the result of poor or inadequate supervision on the part of the faculty. There are two extremes in supervision either of which is equally dangerous. Supervision must not be from afar, nor must it be at such close range that the teacher interferes with the free working of the initiative of the pupils. There should be a sympathetic and inspiring comradeship between pupils and teacher. To the end that we may determine what, if any, system of supervision is used by the high school teachers of Florida, let us turn to tables XXIII-XXV, which follow. (See questionnaire in chapter II for a list of questions included in these tables.)

TABLE XXIII.

SHOWING REPLIES TO QUESTIONS 47 TO 54 DEALING WITH THE METHOD OF SUPERVISING EXTRA-CURRICULAR ACTIVITIES IN HIGH SCHOOLS CLASSIFIED ACCORDING TO TYPE.

	1-Year		2-Year		3-Year		4-Year			
Q. No.	Yes	No	Yes	No	Yes	No	Yes	No	Total	Majority
47	4	5	6	7	5	3	93	14	137	Yes
48	2	2	6	.....	6	1	75	24	116	Yes
49	.....	4	3	10	2	3	9	89	120	No
50	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
a	.....	7	.....	13	.....	11	22	81	134	No
b	.....	8	.....	9	.....	11	.....	66	94	No
51	.....	.....	.....	6	.....	.....	21	16	43	Yes
52	2	.....	2	3	4	1	45	3	60	Yes
53	1	5	.....	8	1	5	9	80	109	No
54	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
a	3	.....	5	5	3	4	50	19	89	Yes
b	.....	3	.....	8	1	4	39	66	121	No
c	3	.....	6	2	3	2	55	18	89	Yes
d	2	1	3	4	2	3	37	31	83	Yes
e	2	.....	2	5	3	2	45	24	83	Yes

TABLE XXIV.

SHOWING REPLIES TO QUESTIONS 47 TO 54 DEALING WITH THE METHOD OF SUPERVISING EXTRA-CURRICULAR ACTIVITIES IN HIGH SCHOOLS CLASSIFIED ACCORDING TO SIZE.

	Small Under 60		Medium 60-200		Large Over 200			
Q. No.	Yes	No	Yes	No	Yes	No-	Total	Majority
47	43	24	46	4	19	1	137	Yes
48	32	14	41	10	16	3	116	Yes
49	7	41	7	45	.....	20	120	No
50	.....	.....	.....	.....	.....	.....	.....	.....
a	11	56	6	41	5	15	134	No
b	.....	33	.....	41	.....	20	94	No
51	6	13	10	9	5	.....	43	Yes
52	23	5	24	2	6	.....	60	Yes
53	4	51	4	39	3	8	109	No
54	.....	.....	.....	.....	.....	.....	.....	.....
a	23	18	23	6	15	4	89	Yes
b	20	27	17	30	3	19	121	No
c	26	13	27	9	14	.....	89	Yes
d	16	15	15	20	13	4	83	Yes
e	16	19	20	12	16	.....	83	Yes

TABLE XXV.

SHOWING REPLIES TO QUESTIONS 47 TO 54 DEALING WITH THE METHOD OF SUPERVISING EXTRA-CURRICULAR ACTIVITIES IN JUNIOR AND SENIOR HIGH SCHOOLS.

	Junior		Senior			
Q. No.	Yes	No	Yes	No	Total	Majority
47	6	2	6	.....	14	Yes
48	6	.....	6	.....	12	Yes
49	1	5	1	5	12	No
50	.....	.....	.....	.....	.....	.....
a	3	3	1	5	12	No
b	1	5	.....	5	11	No
51	3	.....	1	.....	4	Yes
52	5	.....	3	.....	8	Yes
53	2	4	.....	5	11	No
54	.....	.....	.....	.....	.....	.....
a	6	.....	4	1	11	Yes
b	1	3	1	4	9	No
c	4	.....	1	4	9	Yes
d	4	.....	2	2	8	Yes
e	4	.....	2	3	9	Yes

As shown by the foregoing tables Florida high schools have class parties and these are supervised. In case of the large high schools and those of junior-senior organization there are more affirmative replies than in the case of the small and medium sized high schools.

Replies to question 49, Are all class parties given in school buildings? disclose a rather discouraging condition. Of the 132 schools answering this question only 16, or 12.1 per cent, replied in the affirmative. The writer would conclude from this fact, and from comments made by some principals, that the meaning of school and class parties is not clear to many of the high school teachers, and that such parties, as now conducted, are not conducive of much good.

Dancing is allowed by but few schools and in the case of only one school—a junior high school—is it encouraged. These schools permit dancing but prescribe the hours and in only a few cases are class parties held in which dancing is the only feature. In most cases supervisors prescribe hours for parties, place of holding parties, pupils to be invited, and amount assessed pupils for decorations, refreshments, etc. Supervisors of parties do not prescribe dress.

We conclude that present tendencies with reference to supervising extra-curricular activities present a rather hope-

ful case. When the high school principals of Florida realize more fully that the school building should be a community center and the point around which all school parties should radiate, the present practices in regard to supervising school parties will be in keeping with the opinion of the best authorities in that field. From the foregoing tables it must be concluded that the small and medium sized high schools are more efficient in their methods of supervising school parties than the large schools, and that the schools under the junior-senior organization are still more advanced in their methods.

This chapter has presented the classified replies to the questionnaire reproduced in chapter II. Conclusions have been drawn in each case. It has not been the purpose, however, to exhaust the information contained in the tables presented. We have merely opened up the field of study and inquiry. The study of such a question is as broad as life itself and in this limited space we can only open the question and leave the line of inquiry free to those interested in the study of training for life in a democracy.

CHAPTER IV

Conclusions and Recommendations

Throughout the previous chapter in connection with each group of tables certain conclusions were drawn. In order that there may be a more definite basis for recommendations to follow, it was thought best to draw together along inclusive lines the tendencies of extra-curricular activities in the high schools of Florida. With that consideration the following conclusions were drawn.

Conclusions

(1) The school men have not grasped the idea of an extra-curricular activities program as evidenced by the type of clubs reported. In the case of only a few schools are there activities other than those few universal ones such as athletics, literary societies, glee clubs, etc. Extra-curricular activities should, of course, vary to meet the specific needs of each school and its community.

(2) The medium sized high school is doing more to train its pupils in citizenship than any other type of the traditional high schools in the state.

(3) The schools of the junior-senior organization far surpass any other type in the extensiveness and excellency of their extra-curricular activities program.

(4) Since the schools under junior-senior organization are large, the fact that the traditional four year high school is doing little to develop an extra-curricular activities program can not be attributed to the size of the school. These large four year high schools, then, either lack proper leadership or should be reorganized along more modern lines.

(5) There is no correlation between the development of an extra-curricular activities program in a high school and the per cent of teachers holding college degrees. That junior high school with the most extensive and best organized extra-curricular activities program has the highest percentage (91.2 per cent) of teachers with no degree. This is proof of the fact that a traditional college education will not give insight into the true meaning of student activities nor sympathy with a program of such activities.

(6) Less than half of all the traditional high schools do not have home rooms—the fundamental unit of an extra-curricular activities program. All the junior high schools and all but one of the senior high schools have home rooms. The one senior high school does not have home rooms because of over-crowded conditions.

(7) Since the Florida high schools do not have activities for all pupils, since all pupils are not in an activity, and since pupils are not limited as to the number of activities in which they may engage, it is plain that the school men of the state do not appreciate the full force of the meaning of a well-rounded extra-curricular activities program.

(8) We find that 77.2 per cent of the traditional high schools have little or no student government, while 9 of the 12 (75 per cent) junior and senior high schools do have student government.

(9) It is encouraging that 39 of the 170 schools studied report some form of student government. The fact that only 8 of these 39 schools have reduced their constitutions to writing shows that the movement is still in its formative period. Out of 155 traditional high schools only 30 report student government and only 3 of these have written constitutions. Of the 15 junior and senior high schools 9 report student government and 5 of them have reduced their constitutions to writing. It may be concluded, therefore, that many of the schools reporting student government, but having no written constitution, have in reality little or no definite student government.

(10) The high schools have made no advance in regard to handling student activities funds. Each school still has its numerous student treasurers with no definite system of accounting and no central treasury.

(11) Florida high schools do not grant any kind of credit for participation in extra-curricular activities.

(12) The situation with reference to the method of organizing extra-curricular activities is encouraging since 69.6 per cent of the traditional high schools and 86.7 per cent of the junior and senior high schools use pupils' interest as the basis of organizing extra-curricular activities.

(13) There is comparatively little evidence that would indicate that the high school is functioning as a social center in providing a place for such activities either during or after school hours. This is shown by the fact that practically all social functions of the pupils are carried on away from the school building instead of being directed toward it.

Recommendations

(1) The teachers in the high schools of Florida should make a thorough and intensive study of extra-curricular activities and thus acquaint themselves with the purpose and meaning of such a program.

(2) The small high schools should be abandoned for the larger unit or consolidated into a larger unit. With a mere handful of pupils an extra-curricular activities program is impossible and curricular work is almost futile.

(3) The traditional high school should be reorganized along the modern junior-senior plan, and thus rejuvenated by leaders with an insight into modern problems.

(4) Teachers and administrators of the modern high school should have just as specific and definite training for their peculiar task as the doctor or the lawyer should have for his peculiar work.

(5) The home room is basal to an extra-curricular activities program. It is to the extra-curricular activities program what the American home is to the government. Consequently every high school should be organized on the basis of home rooms. The first consideration in organizing home rooms should be a group interest.

(6) Every school should adapt its extra-curricular activities program to its own needs. The curriculum of a school should be adapted to the school community and in turn the extra-curricular activities program should grow out of the curriculum. A definite time in each daily schedule should be devoted to student activities. These should receive the same thoughtful attention as is given English, Mathematics, or any other school subject. Likewise, in employing a teacher, his fitness to sponsor at least one activity should be considered.

(7) Those schools claiming some kind of student government should organize their students more closely under a constitution as a working basis.

(8) Under a well-formulated extra-curricular activities program there should be an evaluation of each activity by means of a point system. Pupils should be restricted as to the number of points which may be earned. These points or credits should not take the place of scholarship credit.

(9) All extra-curricular activities should be organized on the basis of pupils' interest. Teachers should not arbitrarily assign pupils to an activity.

(10) Various kinds of special functions such as teas, parties, etc., should be recognized and chaperoned as a part of the regular work of the school. Many of the social functions now held out of school after school hours should be held at school under its direction and control.

(11) Since there is so much bigger and fuller extra-curricular activities programs in the junior and senior high schools than in the traditional schools, and since pupil participation in government is on so much more pretentious a scale in the junior and senior high schools—in short, since these schools lead in every phase of training for citizenship in a democracy—it is plainly evident that the newer type of organization should be adopted.

This reorganization and re-formation of the extra-curricular activities along the lines suggested above should vitalize these high schools more and bring them into closer touch with the life and activities of the people they serve. This would mean, necessarily, a shifting of the emphasis from subject matter to the training of pupils for citizenship in a democracy. It would not mean at all the elimination of any subject in the curriculum at present, but rather a proper proportioning of all elements, curricular and extra-curricular.

CHAPTER V

Introducing an Extra-Curricular Activities Program

It has been the purpose of the preceding chapters to set up the fundamental philosophy underlying the extra-curricular activities program advocated by modern education and to show to what extent the movement has developed in Florida. Anyone conversant with the literature in the field knows the whole movement is beyond the experimental stage. It is clear that a sufficient number of fundamental principles have been established which furnish ample basis for growth and development in the future. Chapter III of this bulletin shows plainly that the movement is well on its way in Florida, and chapter IV shows along what lines it is developing and what the present tendencies of the movement are.

Since the movement is in its infancy the authors thought it might be of some service to include in the bulletin a chapter on Introducing An Extra-Curricular Activities Program. In other words, connect up theory and practice. Sometimes it is helpful in establishing a principle to give a working example as an illustration. It is with this thought in mind that we are presenting this chapter. Two illustrations are presented; one a junior high school, the other a junior-senior high school.

In the fall of 1924, Sexton Johnson, Supervising Principal of the Orlando City Schools, invited the writer (Roemer) to spend two days a month with him and assist in introducing an extra-curricular activities program in his high school. Plans and dates were agreed on and the first visit was made in the month of November.

It was the purpose of the writer on the first two day visit to get a bird's-eye view, as it were, of the whole school. He merely tried to get an idea of conditions in general as a background for his later work and as a method of approach to the problem. This was done by watching passing in halls and corridors, supervision of study halls, management of the library, method of discipline, etc. This was necessary before any constructive work could be attempted.

A month later the second visit was made. This visit began Wednesday evening. A banquet was served to all the high school teachers in the school cafeteria at 6:30 p. m. At 7:15 p. m. the group adjourned to a study hall for the program which had been arranged. The first part of the program consisted of an address by the author wherein he endeavored to set out the underlying philosophy of an extra-curricular activities program. Following the address was a round-table discussion of the proposition. During this round-table the writer cited numerous instances of schools where extra-curricular activities programs are working. So keen was the interest of the teachers that the meeting lasted till past ten o'clock.

Before adjournment that evening the writer put it square up to the teachers what their part in this proposed program as teachers was and announced he would be glad the next two days to confer with any one on any phase of the work he desired. The response was delightful. For the next two days the writer was literally besieged by teachers eager to discuss with him some problem or idea they had. After two days of work in consultation of this kind the writer left the matter up to the school for action.

Feeling as he does that this movement must start with the faculty, the writer purposely waited two months this time for discussion and developments. During this time, too, the principal of the senior high school was doing good work in his weekly faculty meetings, studying Belting and Pringle on this matter.

After considerable discussion on the part of the principals and faculty members with pupils concerning various phases of club life and student activities, it was felt that the time was ripe for action. They felt the pupils were ready for leadership in this new activity. Consequently, a program was launched in the junior high school as follows: At assembly the principal talked to the pupils about initiating a student activities program and passed out a copy of the following questionnaires to each pupil with instructions to take it home, read it over, fill it out, and return it the next day.

INTEREST QUESTIONNAIRE

Name..... Sex..... Age..... Section.....

Address before coming here.....
City State

DIRECTIONS: Underline each of the following things you would like to do while in junior high school. You may mark as many as you like. Make a circle around the **number** of each thing you would like **very much** to do.

1. Draw cartoons. 2. Cook and serve luncheons. 3. Design and make costumes for plays and parties. Make posters to advertise parties, games, plays, etc. 5. Embroider, tat and knit. 6. Take lessons in camp cooking.

7. Learn about the city you live in. 8. Learn how to be a good officer. 9. Visit the court house, city council, police and fire stations, etc. 10. Learn how to conduct an office successfully. 11. Learn how to act on a sleeping car, at a banquet or dance. 12. Study what is proper to wear at a dance, party or when travelling. 13. Find out just what is best to eat, what exercises are best for health. 14. Belong to a booster's club and help boost our school.

15. Be an editor of the school paper. 16. Write items of different kinds for the school paper. 17. Write short stories. 18. Be a leader in our school activities. 19. Learn how to advertise a business.

20. Help students having trouble with their lessons. 21. Be helpful to students who have few friends.

22. Draw house plans. 23. Make cross word puzzles. 24. Learn how to make a tent, build a fire without matches. 25. Study the habits of fish, birds and animals. 26. Make such things as tables, candle sticks, cupboards, hat racks, etc. 27. Make place cards, baskets, decorate boxes, etc.

28. Collect postage stamps. 29. Learn how to take good kodak pictures. Make and use a radio set. 31. Learn how an automobile is made and works. 32. Learn military drilling.

33. Study the stars. 34. Find out what the people of other countries do and how they live. 35. To belong to a science club. 36. Learn how to give first aid. 37. Learn how to take care of the sick.

38. Dance. 39. Read good books. 40. Tell stories. 41. Hear good music. 42. Learn how moving pictures are made. 43. Attend good movies. 44. Figure out queer mathematical problems. 45. Learn about people who lived in ancient times.

46. Play basketball. 47. Play baseball. 48. Play tennis. 49. Play volley ball. 50. Hiking. 51. Track. 52. Swimming. 53. Watch baseball games. 54. Watch basketball games.

55. Take part in a play. 56. Be on a debate team. 57. Take part in assembly programs. 58. Give readings. 59. Learn how to persuade people to do what you want them to do. 60. Learn how to sell things to people.

61. If there is anything else that you very much want to do, write it here. .....

Now go back and select from the things that you have marked, the one thing you would enjoy most. Write it, together with its number, in this space. ( ) .....

.....

Put your second choice here. ( ) .....

.....

Put your third choice here. ( ) .....

.....

When these blanks had all been collected and scored up it was found that their answers grouped around certain activities. Consequently, the following blank was distributed to all pupils and from it the club program was launched.

CLUBS

You will be given an opportunity to do one of these things every Friday afternoon for eight weeks—

1. Make cartoons.
2. Sew, embroider, tat, knit.
3. Study the stars.
4. Learn how to take care of the sick.
5. Hear good music.
6. Figure out queer mathematical problems.
7. Take part in play.
8. Learn how to conduct an office successfully.
9. Write items of different kinds for the school paper.
10. Learn to do some of the scout's specialties.
11. Make and use a radio set.
12. Learn how to act on a sleeping car, at a dance, etc.
13. Learn how an automobile is made and works.
14. Study the habits of fish, birds, and animals.
15. Learn to dance. (For those not already knowing how.)
16. Collect postage stamps.
17. Learn how moving pictures are made.

Your name.....

Your first choice.....

Your second choice.....

Your third choice.....

After the clubs had been going two weeks the writer went back for his third visit. The purpose of these two days' work was to touch up and encourage the extra-curricular activities launched or about to be launched in the school. Con-

sequently, the writer devoted most of the time to addressing various student groups on some phase of the program. During these two days he talked to the following groups:

1. Senior high school student government officers.
2. Senior high school assembly.
3. Ninth grade class meeting.
4. Junior high school committee appointed to draft constitution on student government.
5. Home room officers of junior high school.
6. Group of young, inexperienced home room teachers who were anxious to know more about their task.

One month later the writer made his fourth and last visit. In the meantime the clubs and other activities had been running about a month and had had time to bring to the consciousness of the pupil leaders and officers some of their problems. Consequently, the time of this visit was devoted mostly to conference work with pupil officers and leaders on these individual problems. He counselled with the presidents of both student governments, several club presidents, a number of home room officers, etc. He spent one hour with the Student Publications Club and finally addressed all the high school teachers assembled at one period. In talking to the teachers the writer tried to encourage them in the fine program they had launched and to urge them to keep studying and working at the project.

The reader should not get the idea that the task is easy and that all is smooth sailing in such an undertaking, for it is not. The joy of the above undertaking, however, was that the great group of teachers fell in line and worked eagerly at the job. One, in the senior high school, rebelled and said it only meant more work on her, and a few went peacefully along wholly oblivious of the whole project. But that is what we should expect in any large group of high school teachers, consequently should not let it discourage us.

The project, on the whole, went much better in the junior high school than it did in the senior high school due to two causes; namely, for three years the principal of the junior high school, Miss Dorothy Pratt, had been breaking ground in her school by doing a great deal of preliminary work and was ready for the project to begin, and secondly, the junior

high school teachers are a much younger group, consequently are not so set in their ideas.

The Orlando School is discussed at some length in order that the reader might see the detail steps taken in initiating such a program.

In order to throw still more light on the subject another illustration is presented. This time a junior high school has been selected from the Jacksonville City Schools. The writer wishes it could be the privilege of interested school men to spend a day in the school selected—Kirby-Smith Junior High School—and really see the program in operation. It is thought best to let Mr. Sisson, the principal, tell his own story of how he developed this splendid extra-curricular activities program in his school. With this thought in mind we are quoting in full his address delivered before the Florida High School Principals' Conference, April, 1925.

Pupil Participation in Self-Government

In most of the junior high schools throughout the United States the slogan of both teachers and pupils is, "Learn by Doing." This slogan has a distinctly American ring. It fits in with the purposes of this distinctly American institution, and with its methods of procedure, the project, and the supervised study period. It is the appropriate motto of those principals and teachers who are working to make our country safe for democracy by training boys and girls in citizenship. It is the general aim of the greatest project ever introduced into American schools, the project of student self-government.

This project has no special class which the teacher labels as citizenship and in which he gives out information, assists in study, or develops, by a special method, truths which a student may write in a notebook; this project has no definite rules or formulae. On the contrary, it is a project bigger than any class; a project which embraces all subjects, and which extends its influence to the home, the community, and the state.

This project demands action and learning; it demands participation of a distinct variety; it demands careful con-

sideration of student material environment; it demands a knowledge of attitudes and the teachers, their previous responsibility and their desire to do and know; it demands a school spirit, and a leader with a broad vision.

Like any other great piece of school work there are certain dangers which threaten this great project which has been tried sometimes with success and sometimes with failure, and it is the desire of the writer to discuss some of these, first setting forth the plan of student self-government in a junior high school of sixteen hundred pupils, of which he is principal.

A brief consideration of the schools which contributed to the new junior high school will be necessary to a clear understanding of the students who participated in the work. Ten elementary schools, three of which enrolled nearly one thousand boys and girls, sent their seventh and eighth grades to the new junior high school. A small group of one hundred forty pupils made up the low ninth grade

These boys and girls came from schools in which there was no clearly defined self-government plan worked out by the principals, but there was an excellent school spirit, and a willingness to help with anything which might be suggested, due to the elementary school principals. The writer knew personally each of the elementary principals contributing pupils to the new junior high school as he was an elementary principal in another section of the city before becoming a junior high school principal. He was conscious of the training of his pupils in participation and cooperation.

At the first assembly period the principal spoke of the beautiful new building, the pride of that part of the city, and the fact that it was named for one of the great heroes of the South, General Edmund Kirby-Smith. He also told the pupils that each one had a part in making the school a success in order that he might derive his share of the benefits it afforded him. The talk closed with an earnest plea that each boy and girl should see what could best be done to serve the new school.

During the next few days meetings were called by schools in which were discussed various plans of helping to make the new institution a success. It was exactly what the principal

wished and when the committees began coming to him he said to each, "Next week I have set aside as Service Week. I have definite plans for it. The week following I shall tell you of a method whereby every boy and girl may help make Kirby-Smith just such a school as we want a good junior high school to be."

Accordingly, plans were made for Service Week. A meeting of teachers was called and to each was given a list of officers to be used by the teachers for a week. They were selected from the Girl Scouts, Boy Scouts, and the Camp Fire Girls, mostly. The officers were captain, lieutenant, messenger, representative, sergeant-at-arms, sanitary policeman, and color bearer. Their duties were outlined quite distinctly and each home room was urged to have its officers wear the uniform of the society to which they belonged.

At the teachers' meeting the principal asked each home room teacher to prepare a little program for assembly period in which service was the central idea. The teachers were also asked to have the pupils in each home room aid the teacher as much as possible.

The assembly during Service Week for the first time was given over to the boys and girls. Sergeants-at-arms looked after the order, color bearers looked after the patriotic exercises, and boys and girls occupied the platform telling the student body how men and women had served or how they, the students of Kirby-Smith, might serve.

The corridors, the class rooms, and the grounds were taken care of by boys and girls for a week. It was during this week of service that the writer called together the officers from each of the thirty home rooms, forming the first representative body which ever met in the new school. It was with them that various problems of the week were discussed. These boys and girls were made to feel their share in the success or failure of the project and were at the same time brought close to the principal.

At the close of the week a teachers' meeting was called, and the teachers were asked to express themselves freely on the project. Most of the teachers felt that it was a success and wished to keep the organization, but in a modified form. Accordingly, plans were made for electing by popular vote

a set of officers for each home room. The idea had been sold to the pupils as well, for committees came to the principal asking that Service Week be changed to Service Year. The desire for self-government had been created.

Later at an assembly the principal pointed out the fact that every system of government had executive officers and some body corresponding to a cabinet. Plans were laid for a general election of chief monitor and vice monitor, and it was decided that these officers should pick their cabinet from the officers now elected in each home room.

It was with great interest that pupils began plans for the general election. A student council of the home room officers was called in which nominations were made and rules for the general election were formulated. Bulletins were posted and nominees were considered during the home room periods as to their fitness for office.

The outcome of the election was of interest to both teachers and students. An eighth grade boy who was especially fitted for the work was chosen chief monitor and a seventh grade boy, also a leader, was elected as vice monitor. Generally speaking the student body seemed pleased with the result of the election and much congratulating was in evidence in the corridors.

When the new executive officers called at the office of the principal to know what were their duties, they were told that they might have a small office to work in and that they should select the cabinet. After securing the lists of officers from the thirty home room teachers they immediately got to the work of selecting their cabinet. One of each type of officer was selected as chief who became a member of the cabinet. His duties were decided upon and he went to work to organize his department.

This movement in student government was started during the last week of March, the new junior high school having been opened March 3, and as the city schools of Jacksonville closed June 13, the work of organization was still in its infancy at that date (1924).

The writer wishes here to say that the period of preparation for the establishment of student self-government in Kirby-Smith Junior High School and the actual establish-

ment of it was not passed through without the encountering of serious difficulties. The installation of any system of student government is fraught with dangers and to ignore them is to fail, thus adding another story of defeat to a great number already recorded in many magazines of education.

The writer has read with interest the histories of both successful and unsuccessful attempts at the organization of student self-government and in both there looms up large dangers, anticipated and successfully encountered on the one hand, and ignored on the other. What these dangers are is of interest to all school men who are trying to put across this project in citizenship which is such a great part of the present junior high school idea.

First of all the principal must be sure of his attitude toward student self-government. No half-way attitude must characterize his belief in it. He must be enthusiastically for it. He may not believe in its application to his school in just the way it has applied to the hundreds of other schools about which he may have read but he must believe in the principle underlying it. He must feel that his school needs it. He must be ready to support the plan to the end. He must not feel that the project is easy, and that all that is necessary on his part is to do the boosting and the rest will take care of itself. He must be eternally vigilant, for inharmonious situations will arise. His are citizens in the making, not mature ones.

The principal must be sure of the material with which he is working. Many cases of self-government fail miserably because the teachers are not in sympathy with the work, many times justly so, for they have not read on the subject or may see it only as a means of improving discipline where improvement it not needed. When teachers feel that the school, its curricula, and its activities are built around the pupil, that it is he whom we wish to teach, and that we wish him to go from us a citizen who is a junior in every respect but who has made a beginning and who will keep right on learning by doing, the question of the self-government need will be felt and it will be wanted.

It is the earnest conviction of the writer that a minor self-government project should be tried in order to pave the

way for the larger one which will be lasting. The plan for Service Week best fitted into the project before mentioned. By it may be ascertained whether or not pupils desire the obligations of being officers or doing work, whether teachers like the part they must play in being ever the helper in a sphere of activity where their qualities of leadership are so often tested, and whether it is just what it is estimated to be after all as a means of preparing our boys and girls for their part in life when they leave us.

A small project is so easily abandoned if it is found to be non-workable and when tried in such a small way for a short time leaves only a ripple which vanishes and is soon forgotten.

Most writers on student self-government have decided that the plan of student self-government when started should not take on too many details. In the beginning it seems certain that too many details may become a burden but as the organization grows, new needs will bring new officers, new duties, and new committees, each with duties clearly outlined. Here again certainly both principal and teachers should take into consideration the material with which they are working. The writer has in mind an elementary school in Riverside, the residential district of Jacksonville, which has its clubs and its student self-government carefully looked after by both principal and teachers to be sure. To these boys and girls these things are a necessity. They are now learning by doing and will only expect to continue. An organization which to them when they get to the junior high school would be simple, might appear somewhat complicated to students who had never been introduced to this laboratory method of learning citizenship.

The brilliant and forward pupils should not always be suggested for officers. It is agreed that student self-government should not be influenced too much by principal and teachers, but often when some quiet, unassertive child is selected for an office, there is a great tendency on the part of a teacher to consider him a poor officer. Let him try. Who knows what he may do? We all agree that citizenship trains leaders and intelligent followers. Let the intelligent followers do as much of the leading as they can.

In this connection too much attention is often given to officers and the other children are made to feel that they are a part of the organization only in that they do as some officer tells them to do. A spirit of great cooperation should pervade the whole school. Each boy and girl should feel he has a share in making his school the best. The officers will take their cue from the principal and teachers who should be continually on the look-out for those boys and girls who feel that their part in the school government consists only in obeying.

The greatest danger which besets a program of self-government is the confusion of results and aims. It is undoubtedly true that self-government improves discipline but it is not the purpose of self-government to improve discipline. In the beginning the inauguration of a self-government project rather tends to give rise to some disciplinary troubles. It is often necessary for both principal and teachers to help boys and girls understand each other. But after all is not this the proper thing? Are they not to live together in respect for each other and in accordance with laws which they will later make? Is it we whom they must agree with on points of discipline or must they agree among themselves while we stay in the background as the leaders which we should be, using our influence effectively, but subtly?

There is often a tendency to regard student self-government as a means whereby the teachers are helped. The writer once knew a fifth grade teacher who used as a concrete project a sled. The children worked faithfully on the sled for some weeks. The project found force in spelling lessons, penmanship, reading, geography, history, and in fact all the subjects taught in the fifth grade of that school. When the sled was begun the pupils decided that when they finished it they would present it to the teacher who was an ardent lover of outdoor sports and especially of coasting. No one would consider for one moment that this fifth grade teacher would consider that the value of the project lay in the use to which she might put the sled. Principals and teachers should not delude themselves by thinking that student self-government will aid them at first. It may later on, but that is not the object of it and that phase of the mat-

ter has been too much written about in successful projects of student government.

Functions of officers, unless clearly defined, often give rise to troubles which label student self-government as unsuccessful. A boy or girl who is elected as sanitary policeman naturally wants to know what his duties are. When told that he must meet with the chief sanitary policeman at a certain time and in a certain place which his committee has agreed upon and there will be told exactly what he is to do, he is satisfied. If at this meeting certain duties are designated as those of sanitary policeman and he is appointed to carry out some of these, he is again satisfied and feels that he is again doing what his home room elected him to do.

A great mistake is often made in talking about self-government by the principal. Many principals should justly be proud of the success with which their efforts at this phase of school work has been crowned. The results should be felt and not talked about in the presence of pupils. A boy reared on a farm and whose training will be taken in an agricultural college because he will later be a farmer, learns and does in a small way at college and when he returns uses the valued information which he got at the college to make his farm the best in the community. He learns at college because he knows he will use his knowledge. He judges cattle successfully in a class and his instructor doesn't say, "My class for judging cattle is excellent. It is the best in the state." Quite the contrary, he teaches the technique, the boys use it. It is all done because those boys are going home to the farms later. They don't have it and they will need it. Some may fail miserably but they try again and again. Nobody thinks of saying, "I can never judge cattle. I am going to be a farmer but I shall not use this knowledge." They will all be farmers. They all want this knowledge. Instruction is individual, not collective. Class results are not to be measured. If it could be we wouldn't care to know what it is. It is the individual we want to help.

Finally, a serious consideration of student self-government should not be attempted without noting successes and failures alike. Principals and teachers should bring themselves face to face with the fact that many attempts at self-

government have been decided failures, and that many others described in various of our educational magazines have set forth positive evils. It is the part of those who would try this project in citizenship to analyze the situations and ascertain whether or not, after all, one, or more, of the dangers which the writer mentioned has been lost sight of.

With these two concrete illustrations on introducing an extra-curricular activities program the writers close this chapter. If some illustrations have been given or suggestions offered that will cause some school man to see that by initiating such a program he will be taking a forward step in the democratization of his school and thus in lifting it to a higher level of efficiency the authors will feel the task has been worth while.

APPENDIX—PART I

APPENDIX A

Enrollment of the High Schools Included in this Study
(4-Year High Schools)

	Grades				
	9th	10th	11th	12th	Total
Alachua	23	30	14	8	85
Altha	25	18	10	5	58
Alva	10	5	4	3	22
Apalachicola	16	19	10	7	52
Apopka	16	19	10	7	52
Arcadia	89	72	64	37	262
Auburndale	27	8	5	8	48
Aucilla	14	12	6	14	46
Avon Park	22	11	13	10	56
Baker	19	10	12	15	56
Barberville	33	7	12	15	56
Bartow	85	67	43	43	238
Blountstown	40	28	20	14	102
Bonifay	36	19	13	7	75
Bowling Green	26	15	9	9	59
Bradenton	116	102	63	54	335
Brandon	14	14	7	9	44
Brooksville	51	29	39	23	142
Bunnell	27	9	5	5	46
Bushnell	17	15	12	7	51
Callahan	18	11	4	2	35
Cedar Key	9	13	6	14	42
Center Hill	17	11	.....	10	38
Century	28	14	12	2	56
Chipley	54	16	21	21	112
Clermont-Minneola	23	18	12	5	58
Cocoa	42	22	26	13	103
Coconut Grove	49	33	26	26	134
Conner	6	3	5	2	16
Crescent City	18	11	3	5	37
Crestview	15	3	11	3	32
Dade City	43	23	22	26	114
Dania	23	18	12	7	60
Daytona	60	68	60	44	252
DeFuniak Springs	59	29	26	19	133
DeLand	79	61	47	29	216
Delray	22	20	16	10	68
Dunnellon	22	9	7	10	49
Eustis	32	22	22	17	93
Fort Lauderdale	115	80	75	61	331
Fort Meade	38	37	36	13	124
Fort Myers	95	80	43	46	264
Fort Pierce	62	52	36	35	185
Frostproof	17	11	4	4	36
Gainesville	84	72	68	45	269
Gonzalez	20	15	10	8	53
Green Cove Springs	17	27	4	10	58
Greensboro	22	14	9	7	52

APPENDIX A (Continued)

ENROLLMENT OF THE HIGH SCHOOLS INCLUDED IN THIS STUDY
(4-Year High Schools)

	Grades				
	9th	10th	11th	12th	Total
Greenwood	17	13	5	12	47
Groveland	24	20	14	8	66
Haines City	29	23	11	12	75
Havana	17	23	8	12	60
Hawthorne	35	14	12	9	70
High Springs	19	15	12	1	47
Homestead	36	26	10	10	82
Inverness	15	21	18	17	71
Jasper	33	23	17	7	80
Key West	96	29	22	16	163
Kissimmee	59	38	28	18	143
LaBelle	19	16	12	4	51
Lake Butler	22	16	9	7	54
Lake City	65	63	44	28	200
Lakeland	259	213	123	95	690
Lake Wales	30	23	20	17	90
Lake Worth	79	57	44	34	214
Largo	30	20	18	12	80
Leesburg	60	56	26	34	176
Lemon City	98	72	53	24	247
Macclenny	14	8	4	5	31
Madison	37	37	30	18	122
Malone	24	14	18	20	76
Marianna	33	34	11	22	100
Melbourne	35	25	32	18	110
Melrose	21	11	9	2	43
Milton	37	35	23	21	116
Monticello	44	17	10	18	89
Moore Haven	18	13	9	8	48
Mount Dora	13	16	8	10	46
Mulberry	32	25	25	12	94
New Port Richey	19	6	9	8	42
New Smyrna	50	47	38	27	146
Ocala	82	43	49	44	228
Okeechobee	25	17	13	11	66
Oviedo	6	2	2	1	11
Palatka	33	47	35	32	197
Palmetto	50	40	35	25	150
Panama City	31	50	45	27	173
Pensacola	280	192	121	123	716
Plant City	123	91	68	59	346
Punta Gorda	26	18	25	11	80
Quincy	66	56	46	29	197
St. Augustine	77	52	65	33	227
St. Cloud	34	28	17	11	90
Sanford	100	71	64	55	290
Sarasota	68	56	48	30	202
Seabreeze	42	31	33	33	146
Sebring	17	26	8	15	66
Seville	14	8	9	4	35

APPENDIX A (Continued)

Enrollment of the High Schools Included in this Study
(4-Year High Schools)

	Grades				
	9th	10th	11th	12th	Total
Stuart	28	16	15	11	70
Summerfield	21	6	4	2	33
Tallahassee	61	62	50	61	234
Tarpon Springs	28	43	21	11	103
Titusville	36	22	8	7	73
Umatilla	35	16	24	18	93
Vero	32	22	16	9	79
Wauchula	87	35	47	32	201
Webster	26	10	7	3	46
West Palm Beach	174	110	63	78	425
Williston	49	25	16	5	95
Winter Garden	30	17	23	12	82
Winter Haven	96	55	35	30	216
Winter Park	48	27	23	16	114
Zephyrhills	20	7	7	2	36
(113 Schools) Total	5180	3670	2674	2188	13802

APPENDIX B

Enrollment by Grades of High Schools Included in this Study
(3-Year High Schools)

	Grades			
Location of School	9th	10th	11th	Total
Archer	13	9	4	26
Carbur	10	8	2	20
Chattahoochee	17	16	8	41
Crystal River	23	9	12	44
Hastings	27	10	8	45
Laurel Hill	8	6	5	19
McIntosh	5	7	3	15
Mayo	11	15	2	28
Miccosukee	4	6	5	15
Waldo	10	5	3	18
Wildwood	14	3	4	21
(11 Schools) Total	142	94	56	292

APPENDIX C

Enrollment by Grades of High Schools Included in this Study

(2-Year High Schools)

Location of School	Grades 9th	Grades 10th	Total
Baldwin	6	5	11
Bell	14	6	20
Brewster	2	8	10
Bristol	21	8	29
Campbellton	12	4	16
Chaires	4	2	6
Chuluota	1	4	5
Freeport	9	9	18
Greenville	13	11	24
Jennings	15	13	28
Lawtey	10	7	17
Lee	8	4	12
Munson	24	2	26
Oxford	22	7	29
Pine Castle	17	10	27
Port St. Joe	12	12	24
Port Tampa City	11	4	15
Sneads	13	5	18
Tavares	15	7	22
Wacissa	7	2	9
Woodville	5	10	15
Yulee	17	3	20
(22 Schools) Total	258	143	401

APPENDIX D

Enrollment by Grades of High Schools Included in this Study

(1-Year High Schools)

Location of School	Grade 9th	Total
Benson Springs	9	9
Blackmon	12	12
Cross City	17	17
Lynn Haven	6	6
Mascotte	5	5
Oak Grove	15	15
Oak Hill	7	7
Ormond	7	7
Port Orange	12	12
(9 Schools) Total	90	90

APPENDIX E

ENROLLMENT BY GRADES OF HIGH SCHOOLS INCLUDED IN THIS STUDY
(Junior High Schools)

Location of School	Grades			Total
	7th	8th	9th	
Clearwater	94	69	68	231
Jacksonville				
(1) John Gorrie	467	359	332	1158
(2) Kirby-Smith	620	537	455	1612
Miami				
(1) Ada Merritt	417	391	294	1102
(2) R. E. Lee	340	307	259	906
Orlando	275	250	200	725
St. Petersburg	509	441	463	1413
Tampa				
(1) George Washington	757	575	359	1691
(2) Woodrow Wilson	320	202	181	703
(9 Schools) Total	3799	3131	2611	9541

APPENDIX F

ENROLLMENT BY GRADES OF HIGH SCHOOLS INCLUDED IN THIS STUDY
(Senior High Schools)

Location of School	Grade			Total
	10th	11th	12th	
Clearwater	74	69	52	195
Jacksonville	525	410	225	1160
Miami	619	333	276	1228
Orlando	204	169	91	464
St. Petersburg	566	318	261	965
Tampa	465	266	220	949
(6 Schools) Total	2271	1565	1125	4961

APPENDIX—PART II

APPENDIX—A

CENTURY HIGH SCHOOL
(Grades 9-10-11-12)

Constitution and By-Laws of the Student Government Association of the Century High School, October, 1924

Article 1
Name

This organization shall be known as The Student Government Association of the Century High School.

Article 2
Object

The object is to make better citizens of the students, to assist the faculty in obtaining and in keeping order, to create a sense of honor and of responsibility in the student, for the betterment of the school.

Article 3
Membership

Members of this organization shall consist of all the students of the Century High School.

Article 4
Officers

Section 1. The officers of this association shall be,—president, vice president and secretary.

Section 2. They shall be elected by the entire organization at the first of each term and shall serve for one term. Their jurisdiction extends over the high school department.

Section 3. Each of the three high school rooms shall elect two room officers,—a captain and a lieutenant, whose jurisdiction extends only over their respective rooms. They shall serve for one term.

Section 4. The students who come on the bus shall be entitled to two representatives also, a captain and a lieutenant.

Article 5
Meetings

Section 1. Meetings will be held every other Monday at the seventh period.

Section 2. Special meetings may be called at any time by the officers or by the faculty.

Article 6
Amendments

Amendments to this constitution may be made by vote of two-thirds of the members.

BY-LAWS

Article 1
Dues

There shall be no dues in connection with this organization.

Article 2
Duties of Officers

Section 1. The president shall preside at all meetings, shall call special meetings when necessary and shall try in every way to see that the rules of this organization are carried out at all times. The president may call a meeting of the officers to discuss problems that may arise or to plan things in the interest of the school.

Section 2. The vice president in the absence of the president shall perform the duties of that office.

Section 3. The secretary shall keep a record of each meeting and shall read at the beginning of the meeting the minutes of the previous meeting.

Section 4. The captains and lieutenants shall be responsible for the order in the rooms or on the bus when the teachers are not present. They shall in every way encourage good house keeping and the work of the house keeping committees and shall work for the betterment of the room and the good of the school as a whole. When things are not going as they should or when rules are being broken it is the duty of the captains and the lieutenants to call this matter to the attention of the student and to correct it as far as possible without carrying the matter to the teachers. In a meeting of the board of directors the captains and lieutenants shall be the direct representatives of their respective rooms or of the bus and shall introduce or discuss matters of interest to their own group.

Article 3

Committees shall be as follows:

(a) House keeping committee, appointed by the teacher and captain and lieutenant, to serve for two weeks and to see that the rules of the good house keeping contest are carried out.

(b) Play ground committee, appointed by the principal and the president and vice president. Their duty shall be to look after the younger children and to assist in keeping order on the play grounds.

(c) Entertainment committee, appointed by the faculty and the general officers. If at any time an entertainment is given or a program is put on by the organization this committee shall see to arranging things.

(d) Service committee, appointed by the faculty and by the officers. They shall welcome new students and lend a helping hand to any student who needs it.

Article 4

The Board of Directors

The board of directors shall consist of faculty members and of all the officers of the association.

Article 5

Rules

1—Students shall be prompt and on time in their line when the bell rings to march into school room.

2—No one shall cross the road during school hours.

3—No one is allowed to leave school grounds during school hours. In case of necessity permission must be obtained from the principal.

4—No smoking will be allowed on the school grounds.

5—Eating shall not be permitted in school.

6—All desks must be kept orderly both inside and on top.

7—More than two students will not be allowed to be excused from the room at the same time.

8—Students who disregard the warnings of their captains, or lieutenant or of any student government officer shall be summoned to appear before the entire organization and explain.

9—Desks must not be cut or marked. Students must take care of all school property and must not injure it in any way.

10—There shall be no cheating or copying in any way on daily work, monthly tests, or term examinations.

11—Student government stands for good manners, good sportsmanship, and self-control. Students are asked to remember this and to be "fair and square" in all things.

12—There shall be no talking during chapel service. Everyone shall take part in the service.

13—Have a place for everything and keep everything in its place and don't bother other people's property.

14—No children are to be on the school ground either before or after school unless a teacher is present.

15—All students are required to keep library rules and to care for library property and to encourage the proper use of the library.

16—Students shall assist in every way to keep the play grounds in order; no paper or trash of any kind shall be thrown around.

17—There shall be no speaking between rooms or buildings during classes. Get what you want before the bell rings.

18—There shall be no sitting in windows or climbing in or out of windows.

19—No note writing will be permitted in school.

APPENDIX B

Constitution of the Student Council of the Coconut Grove High Shcool, Coconut Grove, Florida

(Grades 9-10-11-12)

Article I

Section 1. This organization shall be called the Student Council of Coconut Grove High School.

Section 2. It shall consist of a body made up of home room representatives called the student council and an executive committee elected from that group.

Article II

Purpose

Section 1. The purpose of this organization shall be:

a. To create opportunities for closer cooperation between students and faculty.

b. To provide opportunities for student self-direction.

c. To foster all worthy school activities.

d. To provide a forum for the discussion of questions of interest to the student body.

e. To create and maintain standards of good citizenship among the students.

Article III

Powers

Section 1. The powers of this body shall be:

a. To decide on all questions pertaining to the general student activities of the high school.

b. To make any laws or regulations necessary for the general good of the high school.

c. To investigate and report on questions referred to it by the principal of the school for decision and counsel.

d. To grant charters to new clubs and organizations in the high school.

e. To declare any charter of any club null and void:

1. If it does not live up to its constitution.
2. If it shall interfere with the best interests of the school.

f. Any law to be considered shall be first voted and approved by two-thirds of the executive committee and approved by the prin-

cipal. Any regulation involving cooperation of the entire school may be referred to home room for a referendum vote:

1. By two-thirds of the student council.
2. By petition signed by one hundred students.

Section 2. The powers of the principal over the council shall be:

a. To approve or veto every decision.

b. To decide any question whatever concerning school activities.

Article IV

Membership Eligibility

Section 1. A representative to the student council must satisfy the following requirements:

a. Must be passing in all studies.

b. Must have a record of reliability.

c. Must have an interest in his school.

d. Must have his studies so arranged that he may have time to give his attention to council work.

e. Must be an undergraduate member of the school.

Article V

Duties and Responsibilities of Members

Section 1. It shall be the duty of every representative:

a. To attend all regular and called meetings unless absence is absolutely necessary.

b. To become an active member of his unit by bringing to the meetings constructive suggestions for the betterment of the council work or of the school.

c. To present an accurate report to his home room of all business discussed or decided at council meetings.

Section 2. It shall be the duty of every representative having the time to volunteer for service on one of the standing committees.

Section 3. Every member shall endeavor to express that poise, dignity, and self-control, fitting to the conduct of his office and to stand for what he knows to be right.

Article VI

Organization

Section 1. The last month of each semester, nomination shall be made by home room members. The home room teacher shall certify to the eligibility of those nominated according to Article IV, Section 1, and from this certified list two representatives shall be elected on a day set by the executive committee.

Section 2. Immediately after this program for the new semester is made out, each member shall file a copy of his program in the council office and shall register for the period he prefers for council work. Each member will then be assigned to one of several discussion units. As soon as possible these units shall meet to organize and elect officers.

Section 3. These unit chairmen shall meet at the call of the faculty adviser and shall nominate any number that seem advisable from the representatives as eligible for the other places on the executive committee. A special assembly meeting shall be called and the four members receiving the highest number of the votes shall be declared elected.

Section 4. Every member of the executive committee shall be eligible for president or vice president of the student council provided he or she shall have two or more periods daily free for council work.

Section 5. The president and vice president shall be elected by a preferential ballot of the entire school.

Section 6. Those members of the executive committee of the preceding term, still members of the school, shall be responsible for carrying on the work of standing committees until the new council is organized. They cooperate with the faculty adviser in the organization of the new council.

Section 7. The principal shall be an ex-officio member of the student council and of the executive committee.

Article VII

Officers

Section 1. The officers of the student council shall be: a president and a vice president elected by the student body, and a secretary and a treasurer elected by the majority vote of the executive members.

Section 2. The duties of these officers shall be those which usually devolve upon them.

Section 3. Each officer or committee chairman should be willing to assume responsibility of leadership wherever and whenever needed and to the best of his ability, think and act for the interest of those whom he represents. He must be willing to lay aside merely personal desires for what will benefit his fellow students and maintain the honor of the school.

Article VIII

Committees

Section 1. There may be the following standing committees and as many other committees as from time to time may seem necessary: order, lost and found bureau, safety, second-hand book shop, social, concentration study hall, fire drills, corridor and office service.

Section 2. Chairmen of all standing committees shall be selected for their fitness for the positions and their appointment must be approved by the faculty adviser.

Section 3. Committee chairmen may appoint their own committee members subject to the approval of the executive committee.

Article IX

Faculty Advisors

Section 1. One faculty adviser shall be appointer by the principal.

Section 2. The adviser shall be an ex-officio member of both bodies.

Section 3. The duty of the adviser shall be to give advice and assistance when it is asked or needed.

Section 4. The adviser shall be present at all meetings of the student council and the executive committee.

Section 5. The adviser shall be the faculty auditor of all school funds.

Note: The above constitution is the original draft. Since then it has undergone certain modifications. It is here reproduced as a type used in a regular four year high school and for its suggestive value to those contemplating such type of student participation in government.

APPENDIX C

Ft. Lauderdale High School

(Grades 9-10-11-12)

Constitution of the Student Council

Preamble

We, the students of the Fort Lauderdale High School, in order to foster a closer relationship, establish justice, promote the general welfare, provide for a more democratic spirit in all student activities, and secure the blessings of cooperation for ourselves and our posterity, do ordain and establish this constitution for the Fort Lauderdale High School.

Article 1. The name of this form of student government shall be the Student Council of the Fort Lauderdale High School.

Article 2. The purpose of this form of student government shall be to foster and promote such movements as may be for the best interest of the Fort Lauderdale High School.

Article 3. The representative law making body of the student council shall consist of eight members, elected from the four classes of the high school. Each class shall be entitled to two representatives, one boy and one girl; each class shall assemble in separate session foi the election of the representatives.

Section 2. The term of office for a representative shall be one year, but he may be re-elected for a second term.

Article 4. The officers of the student council shall be a president, a vice president, a secretary, and a sponsor.

Section 2. The president of the student council shall be elected by the student body at large from either the junior or the senior class. He shall preside at the meetings of the council, act as judge of the student court, but shall not have the right to vote upon any question before the council except in the event of a tie.

Section 3. The vice president of the council shall be present at all meetings of the council, but he shall not have authority to vote upon any question before the council or participate in any of the deliberations of the council, except in the case of the absence or disability of the president. In this case he shall assume full executive authority. He shall be elected by and from the student body at large.

Section 4. The secretary of the council shall be elected by the student body at large and from the student body at large. He shall keep a record of the minutes of the council, but shall not have authority to vote upon any question before the council or participate in any of the deliberations of the council.

Section 5. The sponsor shall be elected by the council from a list of the members of the high school faculty submitted and approved by the principal. He shall act as an adviser to the council, but shall not be entitled to vote.

Section 6. The term of office for the officers of the student council shall be one year, but they may be re-elected for a second term.

Article 5. The president, with the approval of the council members and the sponsor, shall appoint such committees as may be necessary.

Article 6. The council shall meet in regular session at a time appointed by the principal. Special meetings may be called by the president at the request of a majority membership and the sponsor.

Article 7. This constitution may be amended by a two-thirds vote of the student body and afterwards approved by the principal.

By-Laws

No. 1. Two-thirds of the council membership and the sponsor shall constitute a quorum.

No. 2. There shall be no fees for membership in the council.

No. 3. For the nomination of a candidate for president, vice president and secretary of the student council, a petition written and circulated by any student and signed by thirty students of the high school will be required. This petition, after having been properly signed, should be submitted to the principal five days before the election.

No. 4. The action in all matters pertaining to finance, school policies, discipline and other findings of the council shall be subject to the approval of the principal.

No. 5. Roberts' Rules of Order shall be considered an authority in all parliamentary matters not covered by this constitution.

No. 6. Every student shall report to the meetings of his class and roll shall be called. Absent members shall present an excuse to the council approved by the principal. The class sponsors shall be present at all class meetings.

No. 7. The student council shall constitute the student court; the student court shall try all cases of disorder coming under its jurisdiction.

No. 8. Each student shall pay a poll tax of five cents which entitles him to vote in all elections for the year.

No. 9. These by-laws may be amended in the same way that the United States constitution may be amended.

No. 10. This constitution and by-laws shall become effective when ratified by a two-thirds vote of the student body and approved by the principal.

No. 11. All penalties placed upon students before being carried out must be submitted to the principal in writing for approval.

APPENDIX D

Orlando Memorial Senior High School
(Grades 10-11-12)

Constitution for Extra-Curricular Activities

Article I

The name of the central organization shall be the Student Council.

Article II

The purpose of the organization shall be:

1. To develop cooperation between the faculty and students;
2. To provide an opportunity for student self-direction;
3. To foster and promote all worthy student activities;
4. To provide a forum for discussion of all student activities;
5. To create and maintain good standards of citizenship.

Article III

The powers of the student council shall be:

1. To decide on and make regulations for the good of the school;
2. To investigate and report various matters of school welfare to the principal and faculty;
3. To grant and revoke the charters of the various student organizations;
4. To amend this constitution by two-thirds vote.

Article IV

Membership and Eligibility

1. There shall be three representatives chosen from each class and one representative chosen from each club at the beginning of each semester.

2. Each member of the council shall maintain a passing record in four subjects.

3. By irregular attendance any member shall forfeit his membership.

4. There shall be two faculty advisers in the council appointed by and with the advice of the principal.

5. Anyone found guilty, by the council, of cheating or of misconduct or other serious offense shall be dropped from the council.

6. The term of office shall be one semester.

7. No member shall hold office more than two consecutive terms.

Article V

1. The officers of a council shall be a chairman, vice chairman, secretary and reporter.

2. The chairman, vice chairman and secretary shall perform such duties as are usually performed by such officers.

3. The reporter shall report to the school publications the proceedings of the council.

Article VI

1. The standing commitees shall be:
   1. Committee on order;
   2. Service Committee;
   3. Clubs Committee;
   4. Social Committee;
   5. Citizenship Committee;
   6. Executive Committee;
   7. Assembly Program Committee.

2. The chairman of each standing committee shall be a member of the student council.

3. The duties of the committee on order shall be to observe and report disorder in and about the building and grounds, and advise proper decorum.

4. The duties of the service committee shall be to aid in the registration of new students and to give information and assistance to visitors, and new students, and render such other service as becomes advantageous to the student body.

5. The duties of the club committee shall be to investigate conditions and report to the council the advisibility of organizing new clubs or of disbanding old clubs.

6. The duties of the social committee shall be to promote proper social relations and to act as an advisory board to the dean of girls.

7. The duties of the citizenship committee shall be to make nominations of students eligible for the Guernsey Good Citizenship Cup and to promote the ideals of good citizenship.

8. The duties of the executive committee composed of the officers of the council and the principal or his representative, shall be to pass upon all questions to be presented to the council.

Article VIII

1. No student shall be the president of more than two organizations or hold more than a total of four offices in the student organizations.

APPENDIX E

Miami Senior High School

(Grades 10-11-12)

CONSTITUTION OF STUDENT COUNCIL

Article I

The name of this organization shall be the Student Council of the Miami High School.

Article II

The object of this organization shall be to promote such activities as will be of best interest to the Miami High School.

Article III

The membership shall consist of: (1) a president elected at large from a list approved by the principal; (2) three boys and three girls from each class of high school.

Article IV

The officers shall be a president, a vice president, a secretary and a treasurer.

Article V

The president, with the approval of the council members and the sponsor, shall appoint such committees as may be needed.

Article VI

The council shall meet in regular session on Thursday of the second and fourth weeks of each school month. The period of each

month shall alternate. Special meetings may be called by the president, or at the request of a majority membership, or school sponsors.

Article VII

This constitution may be amended by a two-thirds vote of the school, approved by the sponsor and the principal.

BY-LAWS

Article I

Two-thirds of the council membership and the school sponsor shall constitute a quorum.

Article II

The rights and duties of members of the council shall be those common to membership in such organizations.

Article III

There shall be no fees for membership in the council organization.

Article IV

Limitation of powers. All matters pertaining to finances, school policies and other findings of the council shall be subject to the approval of the principal.

Article V

Authority in disputes. Roberts' Rules of Order shall be considered an authority in all parliamentary matters, not covered by this constitution.

Article VI

Amendments. These by-laws may be amended in a similar manner as the constitution may be amended.

Article VII

Order of business. See Roberts' Rules of Order.

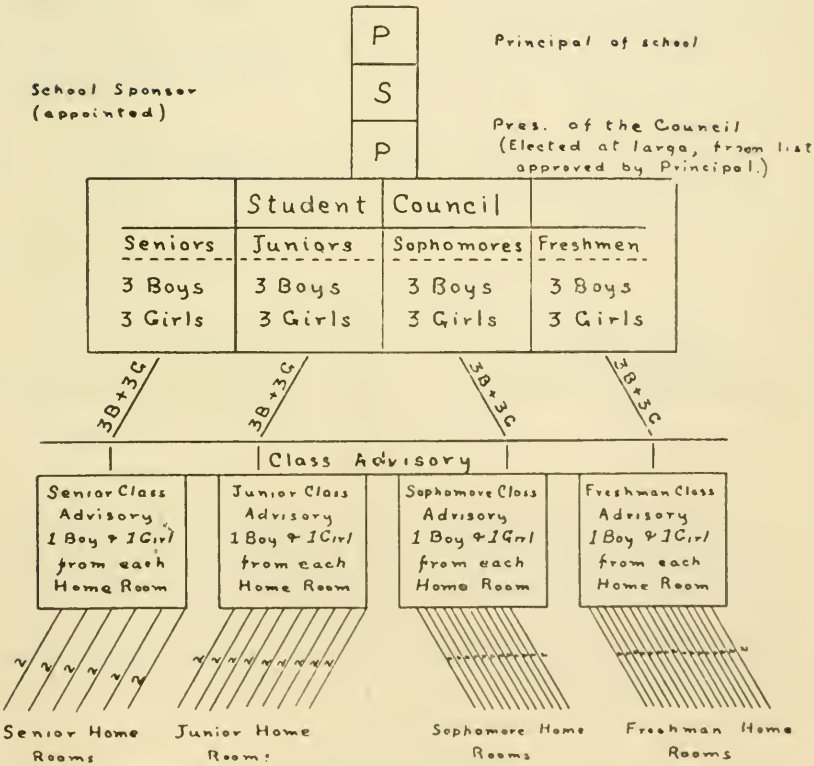
SCHOOL ACTIVITIES

Major Offices	*Minor Offices*
1. President Student Council.	All other offices
2. President Classes.	
3. President Clubs (including Hi-Y, Pep and Vim).	
4. Manager Athletic Teams.	
5. Editor of School Paper or Annual.	

Miami High School

Miami, Fla.

Student Council



1. One person may hold *one major* and *one minor* office. One person may hold *three minor* offices.

2. Eligibility rules for major offices shall be same as those for athletic eligibility.

3. Class meetings shall be held only as scheduled, except by special permission. If necessary to act at other times, the advisory board of class with the class officers forming the executive board of class, shall meet and transact business for the class.

4. Class assembly period shall be divided as follows (approximately):

Business 30 minutes.

Program 30 minutes. Program shall be under the supervision of class sponsors.

5. Pupils elected to two offices may choose the one they wish to accept.

6. There shall be no class dues. When necessary to have money, assessments shall be made.

7. Class accounts must be audited. Treasurers' books must be kept in manner approved by auditor, and all disbursements must be approved by auditor.

8. Pupils cannot belong to more than two clubs.

9. Student council shall foster all clubs—grant charters.

10. The junior class only, may entertain the senior class.

APPENDIX F

Constitution of the Student Government of Kirby-Smith Junior High School, Jacksonville, Florida

(Grades 7-8-9)

Preamble

In order to develop the higher type of citizenship; in order to teach self-control and self-development among boys and girls of junior high school age, and in order to prepare them for the active duties of senior high school and the adult citizenship toward which all of us are hastening, we hereby organize the student government association of Kirby-Smith Junior High School, and adopt for its government the following constitution:

Article I

Name and Motto

Section 1. This organization shall be known as the Student Government Association of Kirby-Smith Junior High School.

Section 2. The motto of this organization shall be: "Learn by Doing".

Article II

Membership

Section 1. Members of this association shall be of two classes: active and associate.

Section 2. An active member is one appointed to an office of honor or trust by the executive officers or cabinet, or who shall be duly elected by the student body or a home room.

Section 3. An associate member is one who is enrolled in Kirby-Smith Junior High School but holds no office.

Section 4. Upon being enrolled in Kirby-Smith Junior High School all members are bound by the following pledge: "I will to the best of my ability cooperate with the officers of Kirby-Smith Junior High School in order that it may become one of the best junior high schools in our land; I promise to preserve. protect, and defend its constitution; I promise to abide by its rules and regulations, and I pledge my support to help enforce it."

Article III

Officers

Section 1. Officers shall be of two classes: home room and cabinet.

Section 2. The officers of each home room shall be: representative, captain, lieutenant, sanitary policeman, sergeant-at-arms, messenger, and color bearer.

Section 3. The officers of the cabinet shall be: chief monitor, vice monitor, chief representative, chief captain, chief lieutenant, chief sanitary policeman, chief sergeant-at-arms, chief messenger, chief color bearer, and seventh, high seventh, low seventh, low eighth, high eighth, low ninth, high ninth, a supreme judge, and two assistant judges, and a secretary.

Section 4. All home room officers shall be nominated and elected by home room vote.

Section 5. All representatives, captains, lieutenants, sanitary policemen, sergeants-at-arms, messengers, and color bearers shall be bound by pledge to perform the duties of their respective offices.

Section. 6. The chiefs of these departments shall be chosen by the monitor and vice monitor.

Section 7. There shall be a cabinet secretary appointed by the chief monitor by and with the advice and consent of the cabinet.

Article IV

The Congress

Section 1. The congress of Kirby-Smith Junior High School shall consist of the Upper House and the Lower House.

Section 2. The Upper House shall be composed of all the representatives, captains, lieutenants, and sanitary policemen.

Section 3. The Lower House shall be composed of all sergeants-at-arms, messengers, and color bearers.

Section 4. The presiding officer of the Upper House shall be the chief monitor.

Section 5. The presiding officer of the Lower House shall be the vice monitor.

Section 6. The Upper House shall meet on the third Monday of each school month in the auditorium.

Section 7. The Lower House shall meet on the third Tuesday of each school month in the auditorium.

Article V

Duties of Cabinet Officers

Section 1. The chief monitor shall be the presiding officer of the cabinet and the Upper House. He shall take care that the laws are faithfully executed. He shall, with the aid of the vice monitor, appoint the chiefs of departments and the cabinet members.

Upon resignation of the chief monitor, he may appoint a succeeding vice monitor, the previous vice monitor succeeding to the office of chief monitor.

The chief monitor shall have the power, by and with the consent of the cabinet, of choosing committees to expedite the work of student government.

Section 2. The vice monitor shall, upon the resignation of the chief monitor, succeed to his office.

He shall preside over all meetings of the Lower House.

He shall in every possible way aid the chief monitor in expediting the laws of the association.

Section 3. The high ninth cabinet member shall represent the high ninth grade in every cabinet meeting and shall have general supervisory control, together with the chief representative, of all the representatives of the school.

Section 4. The low ninth cabinet member shall represent the low ninth grade in every cabinet meeting and shall have general supervisory control, together with the chief captain and chief lieutenants, of all captains and lieutenants.

Section 5. The high eighth grade cabinet member shall represent the high eighth grade in every cabinet meeting and shall, togther with the chief policeman, have general supervisory control of all sanitary policemen.

Section 6. The low eighth cabinet member shall represent the low eighth grade in all cabinet meetings and shall, together with the chief sergeant-at-arms, have general supervisory control of all sergeants-at-arms.

Section 7. The high seventh cabinet member shall represent the high seventh grade in every cabinet meeting and shall, together with the chief messenger, have general supervisory control over all messengers.

Section 8. The low seventh cabinet member shall represent the low seventh grade in every cabinet meeting and shall, together with the chief color bearer, have general supervisory control over all color bearers.

Article VI

Duties of the Home Room Officers

Section 1. The representatives shall be the chief officer in each home room and shall preside at all meetings of home room officers. He shall have power to call a meeting of home room pupils and home room officers at any time and place suitable to the teacher sponsor and himself. He shall at the advice of the home room pupils and teacher seek to change the organization of the student government. He shall convey such information to the chief representative for consideration of the cabinet.

Section 2. The captain shall be the chief officer of the group composing his home room when moving from room to room.

He shall know the correct and most direct route from class to class.

He shall carry the absentee slips for the home room teacher.

He shall carry a report written by class room teacher of all cases of bad citizenship to home room teachers who will in turn make out citizenship grades accordingly.

Section 3. The lieutenant shall assist the captain in his duties.

He shall report all cases of bad conduct to the captain.

He shall be responsible for the proper seating of his class in the auditorium.

Section 4. The sanitary policeman shall be responsible for the condition of his home room and the halls through which he passes.

He shall have the right to ask the aid of any active or associate member of the association in keeping these premises clean and sanitary.

He shall report all unsanitary conditions over which he has no control to the chief sanitary policeman.

Section 5. The sergeant-at-arms shall be the officer of law and order in the home room.

He shall bring to the office at the request of the home room teacher all students who have committed misdemeanors worthy of suspension.

He shall, at the request of the home room teacher, report to her all misdemeanors in the home room.

He shall take the names in writing of all students who conduct themselves improperly in the auditorium, and shall report the same to the principal and to the home room teacher.

Section 6. The messenger shall, at the signal, two sharp rings of the bell, report to the office of the principal.

He shall carry the list of absentees from his home room to the principal's office.

He shall carry messages for any teacher in whose home room he happens to be.

Section 7. The color bearer shall have in his possession a copy of the triple flag salute, shall know the same, and shall say it, at the direction of the home room teacher, at least once a week, for home room morning exercises.

He shall be responsible to the chief color bearer for all patriotic instruction in his home room.

He shall bear the flag of the United States or the pennon of his class in all parades and class meets.

Article VII

Section 1. The cabinet shall appoint a recording secretary whose duty it shall be to keep the rolls of officers and the minutes of cabinet meetings.

Article VIII

Section 2. The chief color bearer shall appoint buglers whose duty it is to assist him in raising the flag on the campus at 8:25 and lowering the same at 3:30.

Article IX

The cabinet shall by and with the advice and consent of the principal sponsor, appoint custodian of teachers' supplies, a custodian of street car permits, and a custodian of lost and found articles.

Article X

All officers shall hold office for a term of one semester, and are subject to removal from office upon a two-thirds majority of the votes of their home rooms, custodian of doors, and custodian of halls.

Article XI

Every home room student government shall have its teacher as a sponsor.

The principal shall be the sponsor for all cabinet meetings, and all meetings of either house, or the congress.

The home room teacher shall be the sponsor for all meetings of home room officers.

Each cabinet officer and head of a department may jointly appoint a teacher sponsor for his department but no teacher may become such sponsor without her full consent.

Article XII

No laws or amendments shall originate in either house of congress or the cabinet.

A new law or amendment may become part of the constitution only by passing each house, by two-thirds majority, and being signed by the head of the department which it affects, the cabinet member, the teacher sponsor, and the principal.

Article XIII

Any person reprimanded by an officer shall be reported at once by that officer to the home room teacher who shall give a mark in accordance with the offense.

The report to the home room teacher shall be given in the presence of the student reprimanded.

The home room teacher shall sit in judgment upon both reports deciding their justice and the grades to be given for citizenship.

Impeachment

Whereas a situation could arise in which an officer of the student government body of Kirby-Smith Junior High School was not performing his duty;

Whereas it is necessary for the members of the student government association to hold some power of impeachment over these certain officers;

Therefore be it resolved that the home room of any officer who is not performing his duty capably shall have the sole power of impeachment.

Be it further resolved that when the home room is sitting for this purpose the chief officer or representative shall preside and no officer shall be convicted without the concurrence of two thirds of the home room pupils present.

Be it further resolved that if a cabinet officer is not performing his duty the lower house shall draw up the articles of impeachment and present them to the upper house.

Be it further resolved that the upper house shall have the sole power to try all impeachments of cabinet officers. When sitting for that purpose they shall be on oath or affirmation when any cabinet officer is tried. The supreme judge shall preside and no person shall be convicted without the consent of two thirds of the members present. When the supreme judge is tried, the chief monitor shall preside.

Be it further resolved that judgment in all cases shall not extend further than to removal from office and disqualification to hold or enjoy any office of honor, trust and profit in Kirby-Smith Junior High School.

JUDICIAL DEPARTMENT

Article I

The judicial branch of the student government of Kirby-Smith Junior High School shall be vested in the cabinet, in the supreme judge, and two associate judges.

Article II

The supreme judge shall be chosen by the chief monitor, by and with the advice and consent of the vice-monitor and the cabinet. He shall be a member of the cabinet.

Article III

The supreme judge and the cabinet shall have power to try all cases not provided for as: the use of profane language in the building and on the grounds, fights and brawls, smoking, use of knives for protection, destruction of property, acts of general nuisance and dangerous practices.

Article IV

Students of this school may be brought to trial in case there are three witnesses to the act; they shall have the right of defense and may select three students to testify in their behalf; they must take oath to give truthful testimony.

Article V

The cabinet shall act as a jury in meting out punishment. In case of a tie the principal may vote.

Article VI

No person shall be brought to trial without a written statement of the misdemeanor setting forth its perniciousness and signed by the three persons who are to appear as witnesses, the person making the complaint, and the cabinet officer to whom the complaint is made.

Article VII

Judgment shall be construed to meet the approval of the cabinet, the principal, and the home room teachers.

No judgment shall be made by the supreme judge until the case be brought before the next teachers' meeting.

APPENDIX G

Copy of the Constitution of the Robert E. Lee Junior High School, Miami, Florida

(Grades 7-8-9)

CHARTER OF THE CITY OF ROBERT E. LEE

We, the people of the City of Robert E. Lee, in order to promote cooperative government in the Robert E. Lee Junior High School, do adopt the following charter for our city:

SECTION 1

The students of the Robert E. Lee Junior High School shall corporate under the name of the City of Robert E. Lee, and as such may partake in all matters whatever of our cooperative government.

SECTION 2

(a) The form of government of the City of Robert E. Lee shall be the commission-manager plan.

(b) There shall be a city manager, five city commissioners and a city judge, elected by the qualified voters.

(c) These officers shall hold office during one school year, provided they show proper progress in their school work and fulfill faithfully the duties of their office. Failure to do this shall cause such officer to forfeit all right and claim to his or her office.

(d) Any person who shall have attained the 9th grade shall be eligible to the office of city manager. Any person who shall have attained the 8th or 9th grade shall be eligible to position of city judge and city commissioner.

SECTION 3

Candidates for any of the city offices shall be nominated by petition. Such petitions shall be signed for each candidate by qualified voters of the City of Robert E. Lee, not less in number than twenty-five.

SECTION 4

(a) A regular election for the election of city officers shall be held at the beginning of each school year.

(b) All elections shall be by the Australian ballot system.

SECTION 5

The powers of the city manager shall be:

(a) To see that all measures passed for the good of the City of Robert E. Lee are enforced.

(b) To attend all meetings of the city commissioners and to take part in the discussions.

(c) To recommend to the commissioners any measures which he may think wise and necessary.

(d) To appoint persons necessary to enforce city ordinances, with the consent of the commissioners.

SECTION 6

The power of the city judge shall be:

(a) To hold court at necessary intervals.

(b) To bring offenders before the court for examination.

(c) To summon witnesses in cases to appear in court.

Section 7

The power of the commissioners shall be:

(a) To hold regular meetings to attend to matters pertaining to the interests of the city.

(b) To make and pass ordinances wise and necessary for the good of the city.

(c) To judge all city elections and qualifications of officers.

Section 8

(a) Each class room of the Robert E. Lee Junior High School shall be organized as a ward of the City of Robert E. Lee.

(b) Each ward shall elect an executive who shall be known as an alderman. Ward elections shall be held at the beginning of each semester.

(c) It shall be the duty of the alderman to appoint at intervals officers to perform the necessary duties in his ward, and to see that such officers perform their duties well and faithfully.

Section 9

Pledge of office: As an officer of the City of Robert E. Lee, I pledge my loyal support to principal and teachers of the Robert E. Lee Junior High School; and will faithfully discharge my duties as an officer and student.

APPENDIX H

Memorial Junior High School, Orlando, Florida

(Grades 7-8-9)

CONSTITUTION OF THE STUDENT COUNCIL

Article I

Name

Section 1. This organization shall be called the Student Council of Memorial Junior High School, Orlando, Florida.

Section 2. It shall consist of a body made up of home room presidents and an executive committee composed of the elected officers of the council and the three faculty advisers.

Article II

Purpose

Section 1. The purpose of this organization shall be:

a. To create opportunities for closer cooperation between students and faculty.

b. To provide opportunities for student direction.

c. To foster all worthy school activities.

d. To provide a forum for the discussion of questions of interest to the student body.

e. To create and maintain standards of good citizenship among the students.

Article III

Powers

Section 1. The powers of this body shall be:

a. To decide on all questions pertaining to the general student activities of the school.

b. To make any laws or regulations necessary for the general good of the school.

c. To investigate and report on questions referred to it by the principal of the school for decision and counsel.

d. To grant the privilege of existing as a bona fide organization of the junior high school to any group of students satisfying the requirements of No. IV of the by-laws of this constitution.

e. To revoke the privilege of existence of any organization:

1. If it does not live up to the aims and purposes as originally stated.
2. If it shall interefere with the best interests of the school.

f. Any law to be considered shall be first voted and approved by two-thirds of the executive committee and approved by the principal; any regulation involving cooperation of the entire school shall be referred to home rooms for a referendum vote.

Section 2. The powers of the principal over the council shall be:

a. To approve or veto every decision.

b. To decide any question whatever concerning school activities.

Article IV

Membership Eligibility

Section 1. A representative to the student council must satisfy the following requirements:

a. Must be passing in all studies.

b. Must have a record of reliability.

c. Must have an active interest in his school.

Article V

Duties and Responsibilities of Members

Section 1. It shall be the duty of every representative:

a. To attend all regular and called meetings unless absence is absolutely necessary.

b. To become an active member of the council by bringing to the meetings constructive suggestions for the betterment of the council work of the school.

c. To present an accurate report to his home room, and grade meeting, if he is the president of that body, of all business discussed or decided at council meetings.

Section 2. It shall be the duty of every representative having the time, to volunteer for service as chairman of one of the standing committees.

Section 3. Every member shall endeavor to express that poise, dignity, and self-control, fitting to the conduct of his office and to stand for what he knows to be right.

Article VI

Duties and Responsibilities of Faculty Advisers

Section 1. A faculty adviser shall be appointed for each of the three grades of junior high school.

Section 2. The duty of the advisers shall be to give advice and assistance when it is asked or needed.

Section 3. The advisers shall be present at all meetings of the student council and the executive committee.

Section 4. The advisers shall be the faculty auditors of all school funds.

Article VII

Organization and Officers

Section 1. The principal shall appoint, during the second week of each semester, three faculty advisers to the council, one for each grade. These advisers shall be responsible for the guiding of the council until the election of the regular officers, and for advice and help to the council thru the remainder of the semester. At all times the advisers may exercise the rights of regular members of both council and executive committee, but they shall not hold office in either body.

Section 2. During the third week of each semester, the president of home rooms elected the previous week together with the faculty advisers appointed, shall assemble for the first meeting of the student council. One of the faculty advisers shall preside until after the regular election of officers during the fourth week, and the business of the council during these two weeks shall be to discuss ways and means by which the principles of the constitution may best be carried out during the semester. Committees, if any are appointed, shall be temporary.

Section 3. During the fourth week of each semester the student council shall be organized by the election of the following officers: a chairman, a vice chairman, a secretary-treasurer, a captain and a reporter. These officers together with the faculty advisers, shall constitute the executive committee of the council.

Section 4. During the week after election of officers, the executive committee of the council shall select the chairman of standing committees, except in the case of the committees on order and publications, from the membership of the council and have the list ready to read at the regular meeting of the fifth week. These committee chairmen shall select the members of their respective committees during the following week so that by the sixth week the complete organization of the council shall have been accomplished. Volunteer committees may be called for during the first six weeks in order that the work of the council shall be started. In so far as it is possible the chairman of the previous semester shall instruct these volunteer committees in their work.

Section 5. In case of absence of any home room president at council meeting the home room adviser shall send one of the other officers as his representative.

Section 6. The officers of the student council shall be: chairman, vice chairman, secretary-treasurer, captain and reporter.

(1) The chairman shall conduct all meetings of the council and executive committee, and shall keep well advised with regard to new projects which the faculty advisers and principal think need to be considered by the council.

(2) The vice chairman shall conduct meetings in the absence of the chairman and shall act in an advisory capacity with the members of the council, relative to reports which need to be made in home rooms and grade meetings regarding the work of the council.

(3) The work of the secretary-treasurer shall be to keep an accurate and permanent record of the transactions of the council and executive committee, keep a roll of members, and a record of all moneys collected and paid out by the council through its auditing committee.

(4) The captain shall be chairman of the committee on order. Upon him shall rest largely the work of planning how his committee of home room sergeants may, besides influencing student behavior in home rooms, make the whole junior high school a law-abiding, courteous, clean place in which to live the school life. The principal of junior high school will wish to place explicit confidence in him, and will seek to be of assistance to him in his work.

(5) The reporter shall be chairman of the publications committee, and shall, besides these duties, write up for the bulletin and for general publication all important transactions of the student council.

Section 7. Each officer and committee chairman should be willing to assume responsibility of leadership, wherever and whenever needed, and to the best of his ability, think and act for the interest of those whom he represents. He must be willing to lay aside merely personal desires for what will benefit his fellow students and maintain the honor of the school.

Section 8. The principal shall be an ex-officio member of both the student council and the executive committee.

Article VIII

Standing Committees

Section 1. There shall be the following standing committees, and as many other committees as may, from time to time seem necessary: (1) office service committee; (2) committee on order; (3) lost and found bureau; (4) second-hand book shop committee; (5) publications committee; (6) committee on student organizations; (7) social committee; (8) committee on the citizenship league; (9) committee on the national honor society.

Section 2. Chairmen of all standing committees shall be selected (except in case of the committee on order and publications) by the executive committee from the members of the council for their fitness for their position, and their appointment shall be approved by the principal.

Section 3. Committee chairmen shall appoint their own committee members (except in case of the committee on order) from a list of volunteers or from home rooms, subject to the approval of the executive committee. Chairmen and committee members shall be responsible to the student council for work asked of them.

Section 4. No student in junior high school shall be a member of more than one of the standing committees at any one time.

Article IX

Duties of Standing Committees

Section 1. The office service committee shall have three members for each period of the school day to assist the principal in helping to register new students, in meeting visitors and making appointments for them with the principal or teachers, in running whatever errands are necessary, and in giving general information to students.

Section 2. The committee on order shall be composed of all home room sergeants under the chairmanship of the captain of the council. The work of this committee shall be to plan ways and means of making home rooms, class rooms, corridors, assemblies and grounds more orderly. They shall wear a button appropriate to their position and shall at all times be courteous in their suggestions to students regarding conduct. They shall also supervise locker sections, the wheel yard, the play grounds and assist in fire drills. This committee shall meet as a whole at least once each month at the call of the council captain and the principal.

Section 3. The lost and found bureau, composed of sufficient members so that one may be on duty fifteen minutes before school opens and fifteen minutes after school closes and during each lunch period, shall keep records of lost and found articles, keep the signed record of each article turned into or given out by the bureau, shall collect the regular fee from those recovering lost articles.

Section 4. The second-hand book shop committee shall be composed of at least sufficient members that the shop may be open for fifteen minutes before and after school, and during lunch periods with two committee members in charge at these times. They shall give receipt for books left to be sold, and for money received for books sold, and shall keep an accurate record of all individuals and books left by them for sale and of the persons buying such books.

Section 5. The publication committee, composed of four members besides the chairman, shall plan for the publication of whatever material there is need for by the school.

Section 6. The committee on student organizations shall be composed of four members besides the chairman. They shall receive all applications for membership of groups of students wishing to organize and become recognized organizations of junior high school. These applications shall be carefully considered by them and if correctly filled out, shall be presented to the council with recommendations for acceptance or rejection and reasons for such recommendation. If rejected by the council, notification shall be made immediately to the group presenting the application with reasons for such rejection. If accepted, notice shall be given and notation of such acceptance made in the register of such organizations.

Section 7. The social committee shall have four members besides the chairman. This committee shall receive the petitions from home room or grade organizations for social events of any kind. If the petitions are properly signed by chairman and three faculty sponsors, and the place and time for holding such social event is acceptable, notification of O. K. may be made immediately and the items entered on the social calendar. If there is any question concerning the petition it shall be referred to the principal.

Section 8. The committee on the citizenship league shall be responsible for carrying out the provisions as announced in the declaration of principles of the citizenship league, and for awarding each year the citizenship cup. One of the faculty advisers shall be appointed as a regular member of this committee. The committee shall have a membership of five.

Section 9. The committee on the national honor society shall attend to all correspondence, records, examinations if any, and announcements relative to principles of the national honor society. One of the faculty advisers shall be a regular member of this committee which shall number five.

Article X

Section 1. This constitution may be amended by a two-thirds vote of the student council provided that a typewritten copy of the amendment shall have been in the hands of each council member and read before the meeting of the council at the previous meeting.

BY-LAWS

1. During the second week of each semester, each home room in junior high school shall elect officers. Of these, the president and sergeant shall be elected for one semester, and these officers may not be changed except by the combined consent of the home room adviser and the advisers of the council. The president shall be the representative of his home room in the student council for one semester and the sergeant shall for the same length of time be a member of the standing committee on order of the council. These officers may be removed and new officers elected to take their places, in the manner before stated, only in case they should fail to measure up to Article IV, Section 1, or to work for the best interests of their home room and the council.

2. The home room adviser shall at all times be responsible for the eligibility of representatives sent to the student council, according to Article IV, Section I of this Constitution.

3. The president of each grade meeting shall be a president of some home room of that meeting, and shall be responsible for bringing to the grade meeting information regarding the action of the council.

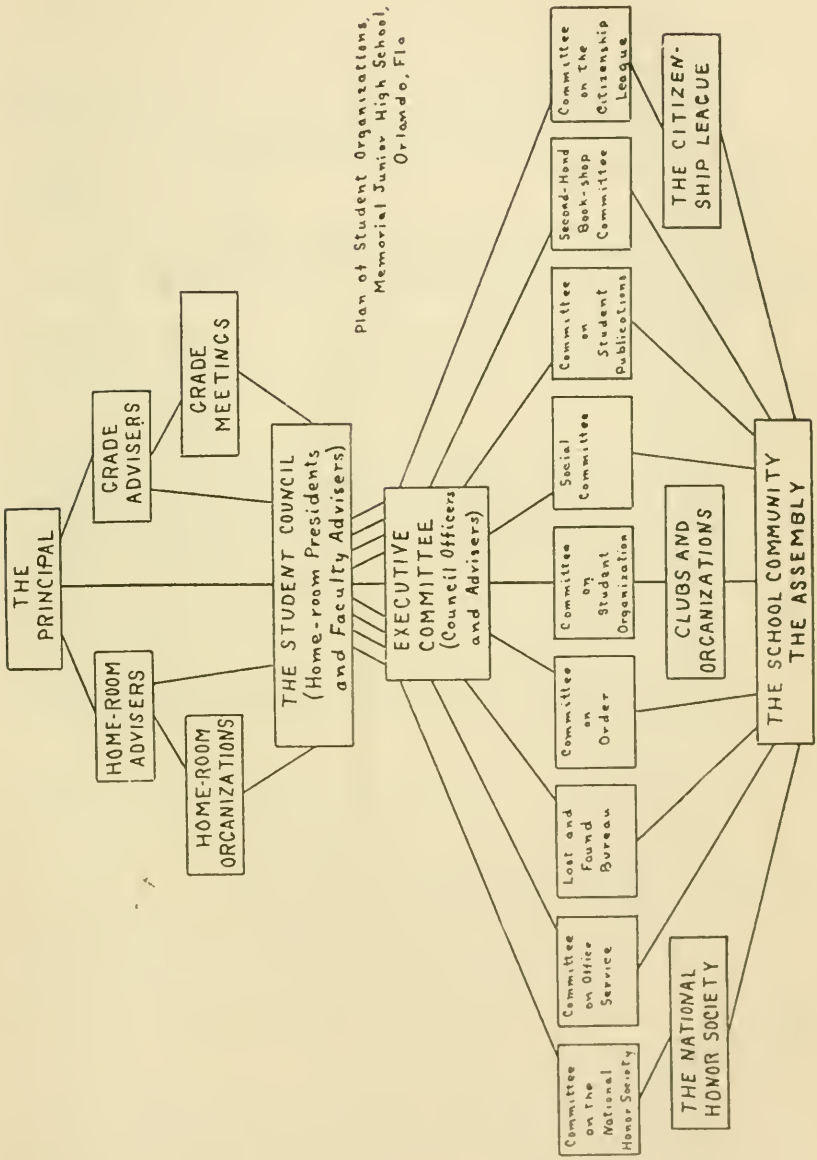
4. Any group of students wishing to become a regular organization of the junior high school, shall fill out the regular application blank signed by three of its number and by the faculty member who has been O. K.'ed by the principal as sponsor and shall hand such application to the chairman of the committee on student organizations. The application shall then be considered by the committee after which it shall, if found worthy, be recommended to the council. Notification of acceptance or rejection by the council shall be made by the chairman of the committee on student organizations.

5. Any home room organization or other group of students wishing to hold a social or picnic shall fill out the regular form, signed by its chairman and by three faculty sponsors. This must be handed to the chairman of the social committee of the student council at least three days before such picnic or social event shall be held. Except in cases where the principal or executive committee of the council needs to decide, the chairman of the social committee may refer the application directly to the social calendar and notify the ones applying for such action.

6. The home room organizations and grade meetings shall not be restricted by the student council in their activities except in the ways stated by this constitution and by these by-laws. It is to be hoped that, on the contrary, they shall feel anxious at all times to be of service in helping to make the junior high school a better place in which to live the school life.

7. Home room and grade meetings of the student council shall be conducted according to the best practice of parliamentary law.

8. These by-laws may be amended according to Article X, Section I, of this Constitution.



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A detailed account of the fraternities in the colleges of the United States.

BAKER, K. G.—Boys' Camp Extraordinary. Suburban Life, 14:399-400,

BALLOU, FRANK W.—High School Fraternities and Sororities. School Life, 7:47-48, October, 1921.

An account of the plan in Washington, D. C., for eliminating fraternities and sororities.

— Baltimore School Survey (1921).

BARCLAY, L. W.—Educational Review. Scouting Education, 65:205-8. April, 1923.

BARCLAY, L. W.—Educational Work of the Boy Scouts. U. S. Bureau of Education Bulletin, 1921, 41:1-10.

BARKER, GRANVILLE.—The Exemplary Theatre. Little, Brown and Company.

A plea for the recognition of the theatre as an educational force and an excellent discussion of an educational theatre program of development and production.

BARNES, WALTER.—Dramatization of Literature; Its Use and Its Abuse. Journal of Education, 91:59-62, January 15, 1920.

A plea for literature for its own end. The writer believes "melodies unheard are sweeter."

BARNUM, M. D.—American Festivals for Elementary Schools. New York Drama League.

BARTON, J. W.—Possible Savings in High School Control. School and Society, May 24, 1919.

A discussion of the establishing of a form of student government in a school where authorities had been constantly having trouble with student strikes, walkouts, etc.

BASTIAN, GEO.—Editing the Day's News. Macmillan (1923).

Contains valuable information on copy reading, headline writing, make-up and general newspaper methods.

BATES, E. W.—Pageants and Pageantry. Ginn (1912).

Historical sketch of pageantry. Discussion of selections of the theme and making of a pageant. Settings for five pageants:—Roman, Mediaeval, Colonial, The Heart of the World, Pageant of Letters. Good list of references given.

BEALS, F. L.—Summer Camps for Chicago Boys. School Life, March, 1924.

BEALS, F. L.—Camp Roosevelt, Boy Builder. National Education Association Journal, 13:143-4, April, 1924.

BENJAMIN, C. H.—Student Activities. School and Society, 3:231-34. February 12, 1916.

A study made by Purdue University in an attempt to find out the amount of time spent by students in outside activities, and the effect of the same upon their class-room work. The investigation revealed certain undesirable results from unlimited participation. A list of regulatory measures drawn up by the faculty

to govern students in extra-curricular participation is included in the article.

BENNION, MILTON.—Training for Citizenship. National Education Association, 62:915-16 (1924).

BENNETT, H. S. AND JONES, B. R.—Leadership in Relation to Intelligence. School Review, 31:125-28, February, 1923.

The results of an investigation carried on in the Rochester School, Rochester, N. Y., to show that leadership in high school does require intelligence and initiative.

BENNETT, H. E.—Constructive Government-School Efficiency, p. 281, Ginn (1917).

The safety of democracy involves the development of people in self-rule, no better place to start this development than in the school.

BENNETT.—Developing Leadership in the High School. Education, 43:-107-15, October, 1922.

BENTLEY, RUFUS C.—Extra-Classroom Activities in High School. NationEducation Association, Journal of Proceedings and Addresses, pp. 581-86 (1911).

A very strong article telling the place and importance of extra-classroom activities in the high school.

BENSON, O. H.—Boys' and Girls' Club Work, Its Principles, Policies and Requirements. Educational Journal, 83:11-12, January 6, 1916.

BEVIER, L.—Student Activities and Successes in Life. Educational Review, 58:1-7, June, 1919.

— Big Radio Chance for the Scouts. Literary Digest, 76:27, Mrach, 24, 1923.

BIGELAN, E. F.—Camera in Girls' Camps. Photo-Era, 48:318-22, June, 1922.

BING, P. C.—The Country Weekly. Appleton (1920).

A book devoted to a discussion of the editing and managing of a country weekly. Full of valuable advice for anyone who is interested in any kind of newspaper work.

BINGHAM, A. T.—Needs of the High School Girl and How They Are Met by Social and Philanthropic Organizations. National Education Association, 62:528-36 (1924).

BJORDSON, J. S.—Student Activities in High Schools. Journal of Education, 83:619-21, June 8, 1916.

Time spent by students in outside activities and effect of same upon their classroom work.

BJORDSON, J. S.—Student Activities in High Schools. Journal of Education, 83:619-21, June 8, 1916.

A discussion by the superintendent of schools of La Moure, N. D., of the reasons for socialization of schools through student activities, educational value of athletics, clubs, etc. A brief general plan for the limitation and direction of student activities is also given.

BISHOP, E. C. R.—Scouts. Journal of Education, 76:256-7, September 12, 1912.

BLANKS, A. F.—Dramatic Club and Public Speaking. Q. J. Speech Ed., October, 1916.

Urges reform in the general management of dramatics. Suggestions for organization of productions.

BLEYER, W. G.—Newspaper Writing and Editing. Houghton Mifflin (1913).

A guide for the beginner in newspaper work. The book contains the principles underlying news writing. The application of various types of journalistic writing, and exercises for practice.

BLEYER, W. G. (Editor).—The Profession of Journalism. Atlantic Monthly Press (1918).

A collection of articles on newspaper editing and publishing taken from the Atlantic Monthly. These articles cover all phases of journalism and are by eminent newspaper men.

BLEYER, W. G.—Writing the Feature Story. Houghton Mifflin (1920).

This is a textbook for journalism containing instruction for writing feature articles and examples of different types.

BLEYER, W. G.—Types of News Writing. Houghton Mifflin (1916).

A brief analysis of news writing, followed by the study of news stories with specific examples taken from leading newspapers to illustrate the most important types.

BLEYER, W. G.—Journalistic Writing in High Schools. English Journal, 2:593-601, December, 1919.

BLYTHE, S. G.—Making a Newspaper Man. Henry Altemus Co., Philadelphia (1912).

The author tells his own experience as a newspaper man.

— Boy Scouts after Vote Slackers. Literary Digest, 82:57-8, September 20, 1924.

— Boy Scouts. Spectator, 103:373-4, September 11, 1909.

Boys' and Girls' Camping Clubs. Public Libraries, 29:249-52, May, 1924.

Boys' Camp Extraordinary. BAKER, K. G., Suburban Life, 14:399-400, June, 1912.

BOYD, P. P.—Extra-Curricular Activities and Scholarship. School and Society, 13:158-66, February 5, 1921.

BOWDEN, A. O.—Student Self-Government. School and Society, 8:97-102, July 27, 1918.

This article is based on the theory that cooperation and harmonious social interaction, together with the pupil's ability to adjust himself, can best be developed through some form of student self-government of gradual growth and development.

BOURNE, R. S.—The Gary Schools. Boston, 1916.

A good description of the work done in classes, shops, and assemblies.

BRAGDON, CLAUDE.—Artificial Lighting for Out-of-Doors. Theatre Arts, August, 1917.

Technical advice for light effects in out-of-doors plays and pageants.

— Bricks Without Straw.—Manual Training High School, Kansas City, Missouri, February, 1919.

"The story of a school that grew a print shop and a course in newspaper English."

BRIGGS, T. H.—The Junior High School. Chap. X. Houghton Mifflin (1920).

A brief, general treatment of the whole subject of pupil participation in the social organization of the school.

BRIGGS, T. H.—Extra-Curricular Activities in Junior High Schools. Educational Administration and Supervision, 8:1-9, January, 1922.

A committee report defining underlying principles of extra-curricular activities and their administration.

BRIGGS, MCKINNEY AND SKEFFINGTON.—Junior High School English. Book One, Problem 21. Ginn (1921).

The content, form and management of a school paper, and the advisability of establishing classes in journalism are discussed. Auditing is also taken up.

BRIGGS AND MCKINNEY.—A Second Book of Composition. Chapter Three, pp. 199-200. Ginn (1919).

Many excellent exercises, both oral and written, for a high school class in journalism.

BRIGGS, T. H.—Extra-Curricular Activities in the Junior High School. Education, Vol. VIII, p. 1 (1920).

BRADLEY, J. H.—Practicing Citizenship in Lindsay High School. Educational Administration and Supervision, February, 1923.

Description of the plan for training in citizenship that they worked out in Lindsay, California.

BROOKS, EUGENE C.—Student Management-Education and Democracy. Pp. 89-107, Rand McNally (1919).

Very good illustration of the spirit of democracy at work in the second stage, namely, student government activities in Lincoln School.

BROWN, C. F.—Wolf! Wolf! Playground, 17:507-8, December, 1923.

BROWN, MARION.—Social Service Work in the High School. University High School Journal, University of California, 2:271-280, October, 1922.

An article explaining the organization and work of two social service clubs in the University of California High School.

BROWN, R. E.—Financing High School Organizations. Educational Review, 59:153-9, February, 1920.

BROWNE, VAN DYKE.—Secrets of Scene Painting and Stage Effects. George Routledge and Sons.

Copiously illustrated and invaluable for the amateur making his own equipment. Practical.

BRYANT, L. S.—Educational Work of the Girl Scouts. U. S. Bulletin, 1921, 46:1-14.

BYRNE, CHESTER H.—Consolidation in Practice. Wisconsin Journal of Education, pp. 152-55, January, 1924.

This article tells how extra-curricular activities helped to work out a problem in a consolidated school.

BUGLE AND CRAWFORD.—Community Drama and Pageantry. Yale University Press (1916).

The most detailed treatment of subject in the bibliography. Principles of pageantry and community drama, types, writing of books, production, acting, grouping, color, costumes, setting, dance, music, and organization discussed. Bibliography on all of the above and also the names and sources of many pageants.

BULLOWA, A. M.—Pantomime: Its Use in the High School. Q. J. Speech Ed., June, 1921.

Shows importance and methods of developing easy pantomime studies. Illustrates by giving directions for several nursery rhymes in pantomime.

BURLEIGH, LOUIS.—The Community Theatre. John V. Sheehan and Co.

Reviews the attempts and achievements arising out of the Little Theatre Movements in America which are a protest against the commercialization of the dramatic arts. Good chapter on pageantry.

BURTON, RICHARD.—How to See a Play. Macmillan.

Valuable little book teaching the proper appreciation of the best in the theatre. Brief summary of the development of the drama. Used as a text book in the University of Chicago High School course in the drama.

CALDWELL, OTIS W.—Some Factors in Training for Leadership. Fourth Yearbook, National Association of Secondary School Prinicpals, pp. 2-13 (1920).

A study of some of the qualities to be desired in a leader, obtained from a total of 286 choices of leaders made by 282 pupils, distributed from the seventh to the twelfth grades in two schools. The necessity of training pupils: (1) to recognize the essentials for leadership, (2) to develop these essentials in themselves, (3) to become good followers.

CARNEY, M. P.—Religious Plays. Q. J. Speech Ed., November, 1922.

The best annotated and comprehensive bibliograhy of religious plays. Suggestions especially for Easter and Christmas observance.

CARDEN, A. M.—Control of Student Activities. Education, 38:14-17, September, 1917.

Reports the results of a six-year trial of student government with faculty supervision.

— Cardinal Principles of Secondary Education. Bulletin, 1918, No. 35. Government Printing Office, Washington, D. C.

—Catholics and the Boy Scouts. Catholic World, 116:831-2, March, 1923.

CHAMBERS, HARRY B.—Ask Ban on Secret School Societies. New York Times, September 28, 1922.

The chairman of the law committee of the Board of New York City proposes a state law forbidding high-school secret societies.

CHAMBERS, R.—Book of Days, Volumes I and II.

Anecdote, biography and history, curiosities of literature and oddities of human life and character. Invaluable source books for school dramatic library.

CHANDLER, FRANK WADLEIGH.—Aspects of Modern Drama. Macmillan.

Plot digests and classification of nearly 300 representative modern plays. Bibliographies.

CHENEY, SHELDON.—The Open Air Theatre.

Helpful to out-of-doors pageant and play producers.

CHENEY, SHELDON.—The New Movement in the Theatre. Mitchell Kennerley, N. Y. C.

Three hundred pages of English and American theatrical growth. The aesthetic drama, drama of sincerity, fundamentals of stage craft, thoughts on theatre architecture, The American Producer

CHORPENNING, CHARLOTTE B.—Putting on a Community Play. Q. J. Speech Ed., 5:31-44, January, 1919.

Shows step by step the production of a community play. Practical suggestions for any amateur play producer.

CHURB, PERCIVAL.—Festivals and Plays. Harper (1912).

Educative value of the festival. Methods of development followed by the Ethical Culture School, New York City. Suggestions as to music, art dancing, costuming, etc. Probably the best bibliography upon all these topics.

CLAPP, H. L.—Pupil Self-Government. Education and Democracy, pp. 89-107, Rand McNally (1919).

Very good illustration of the spirit of democracy at work in the second stage, namely, self-reliance, self-expression, self-education and self-government by means of the participation in activities of the school.

CLAPP, HENRY L.—Pupil Self-Government. Education, 38:593-609, April, 1918.

Argument for increased opportunities for pupils to form habits of self-help, self-reliance, self-expression, self-development, self-education, and self-government by means of participation in activities.

CLARK, THOMAS A.—Shall I Join a Fraternity? American Boy, 23:9-10, 50-51, May, 1922

The dean of men, University of Illinois, writes directly to the readers of American Boy his reasons for and against joining a fraternity.

CLARK, L. A.—Pageantry in America, March, 1914.

Gives the history of pageantry in America, its justification, aims and plans of American Pageantry Association.

CLARK, R. H.—How to Produce Amateur Plays.

One of the best books on the subject. Contains advice as to selecting, staging, lighting, makeup, etc. Complete in detail, helpful and constructive. Includes list of plays.

CLARK, B. H.—Amateur Play Producing in War Time. Teachers College Record, December, 1918.

CLARK, THOMAS A.—The High School Fraternity. The Fraternity and the College. George Banta Publishing Co., Menasha, Wis. (1915).

In the thirteen papers of this volume, the author believes that the college Greek letter fraternity is a "good institution," but that the high-school fraternity is an "organization in which children imitate all the social indiscretions of adults," that the action of the inter-fraternity conferences is right in its opposition to high-school fraternities; that the high school fraternity man is a second-class investment for a college fraternity.

CLOYD, D. E.—Student Organizations in City High Schools. Education 31:17-20, September, 1910.

A statement that extra-curricular activities are necessary if initiative and control are to be developed, and a helpful school spirit stimulated.

COCKRELL, E. T.—Use of the Home Room Period in Junior High School of Cleveland, Ohio. Ohio Educational Monthly, June, 1923.

COOKE, F. J. AND OTHERS.—The Morning Exercise as a Socializing Influence. Francis W. Parker School Yearbook, Chicago (1913).

The theory of the assembly at this school with much material.

COOK, H. CALDWELL.—The Play Way. Chapter III, pp. 54-80. Frederick A. Stikes (1919).

This teacher in England treats the subject of self-government from two points of view: first, as it deals with school discipline; second, as it deals with the individual boy's government of himself and his responsibility for his own learning.

CONNON, C. J.—The Dissociated School. Atlantic Monthly, November, 1923.

COWING, HELEN H.—The Four-year Home Room Period. School and Society, 15:627-29, June 10, 1922.

Sets forth reasons for pupils being kept in the same room for the successive years they are in the high school.

COX, PHILIP W. L.—The Ben Blewett Junior High School. The School Review, 27:345-59, May, 1919.

A cooperative experiment in school administration wherein teachers and pupils are encouraged to feel definite responsibility for developing their school.

CRADDOCK, ERNEST A.—The Class-Room Republic. A. and C. Black, London (1920).

This book by the form-master of the northern Polytechnic Day Secondary School, Holloway, London, N., represents a concrete personal working out, according to the author's conception of an

elimination of autocratic discipline by the teacher, and of the pupil democracy.

CRAIG, GORDON.—On the Art of the Theatre. Little, Brown and Company.

One of the pioneers in the new movement in the theatre gives his beliefs. Fascinating, if theoretical discussion.

CRAIG, GORDON.—The Theatre Advancing. Little, Brown and Company.

The most recent ideas of this famous scene designer and producer.

CRAWFORD, N. A.—The Ethics of Journalism. A. A. Knopf (1924).

An exhaustive presentation of codes of ethics and standards in journalism.

CRAWFORD, C.—Teaching of the Dramatic Arts. Teachers College Record, September, 1915.

Stresses need for psychological knowledge of child development in this teaching. Traces stages of dramatic expression in the child. Theoretical discussion of elementary and kindergarten school dramatics.

CRISSEY, FORREST.—New Feet Under the Table. Saturday Evening Post, October 4, 1919.

An analysis of plans used in various factories, whereby the employees participate in directing some of their own affairs. The underlying principles and technique have many suggestions of value for a student adviser.

CRISSEY, FORREST.—Bad Boy Stuff. Saturday Evening Post, 196:42, April 19, 1924.

A careful consideration of the "Bad Boy" problem as evidenced by the juvenile court cases. Emphasizes the idea that the "Bad Boy" problem is in reality the "Bad Parent" problem.

CROUSON, B.—Pupil Self-Government. New York (1907).

CURTIS, E. W.—The Dramatic Instinct in Education. Houghton Mifflin.

Emphasizes the importance of proper opportunity for dramatic expression in education. Gives many fine suggestions for its utilization. The theory and practice of educational dramatics.

CURTIS, H. S.—The Boy Scouts. Educational Review, 50:495-508, December, 1915.

CURTIS, S. H.—Boy Scouts the Salvation of the Village Boy. Pedagogical Seminary, 20:78-85, March, 1913.

CUTTER, F. W.—Speaking of College Papers. English Journal, 9:407-10, September, 1920.

An account of what was done in Vassar College. Something can be done in high school.

CUBBERLY, E. P.—The Principal and His School. Chapter XVI. Houghton Mifflin (1923).

A general treatment of extra-curricular activities in the building up of school spirit.

CURELIFFE AND LOMER.—Writing of Today. The Century Co. (1922).
A collection of various types of journalistic writing from well known papers and writers. It offers samples of description, narration, interviews, and personal expository, editorial, humorous, conversational, literary, dramatic, musical, and art articles.

— Dancing in the High School. Symposium. Journal of Education. 82:507-11, November 25, 1915.

DARCY.—Americanization through Drama.

DAVAL, R.—Handbook of American Pageantry. Daval Publishing Company, Taunton, Mass.
The psychology and technology of pageantry, practical and suggestive material listed. Excellent.

DAVIS, ALBERT S.—Systematic School Welfare Work. American School Welfare Work. American School Board Journal, 59:33-34, 97, June, 1919.
A plea for more direct sympathetic supervision over the students' activities.

DAVIS, CAROLINE HILL.—Pageants in Great Britain and the U. S. A list of references. N. Y. C. Public Library (1916).

DAVIS, C. O.—Citizenship and the High School. Educational Review, 61:214-23, March, 1921.
Citizenship defined as a result of a combination of three factors, namely (1) altruistic emotions, (2) correct ideas, and (3) desirable habits of response.

DAVIS, C. O.—Training for Citizenship in the North Central Association of Secondary Schools. Fourth Yearbook, National Association of Secondary School Principals, pp. 45-46 (1920).
An account of a questionnaire sent to all the accredited schools in the North Central Association territory to discover the practices of schools in this territory toward the training for citizenship; a compilation of the 1180 replies received; twenty-one brief conclusions drawn from these replies.

DAVIS, J. B.—Social Activities in the High School. Religion Education, 8:219-24, June, 1913.

DAVIS, JESSE B.—The administration of the Social Activities of High School Students. Johnston's Modern High School. Chapter XVI. Scribners (1914).
An account of the growth and acceptance of the idea that the problem of guiding and directing the social activities of high school students is one for the school definitely to face; some general suggestions for organizing and guiding these activities.

DEAN, A.—What I Expect of the Boy of Fourteen. Indiana Educational Magazine, 25:212, February, 1924.

DEMENT, ALICE L.—Values in Extra-Curricular Organization in High Schools. School Review, 32:40-48, January, 1924.
The basis of evaluation of a questionnaire sent out to 65 high schools with enrollments of between 250 and 750 students.

Department of Education of the Boy Scouts of America. Journal of Education, 83:379, April 6, 1916.

DEWEY, JOHN.—Moral Principles in Education, pp. 7-17, Houghton Mifflin (1909).

Emphasizes that the way to prepare for social life is to live in social life.

— Digest of State Laws Relating to Public Education in Force. January 1, 1915. Compiled by William R. Hood, S. B. Weeks and Sidney Ford. Bulletin No. 47, U. S. Bureau of Education, pp. 591-92 (1919).

— Digest of State Laws Concerning Fraternities in Force January 1, 1915, in California, Colorado, Indiana, Iowa, Kansas, Maine, Michigan, Minnesota, Mississippi, Montana, Nebraska, Ohio, Oklahoma, Oregon, Pennsylvania, South Carolina, Vermont and Washington.

DILLON, CHAS.—Journalism for High Schools. Noble Company (1918).

A discussion of high school papers, the equipment necessary for the publications of school papers, the kind of staff the paper should have, how to pay for the paper, many other valuable suggestions are given in headings, advertisements, exchanges, interviews, and cautions for writers.

DICKINSON, T. H.—The Class of American Drama. Houghton Mifflin.

Showing the manner by which American dramatic art may arise. Very fine chapter on festivals and pageantry.

DITHRIDGE, R. L.—High School Plays in New York City. Q. J. Speech Ed., October, 1915.

Results of a questionnaire sent to twenty high schools about plays produced during a period of five years. Some general principles and suggestions as to selection of suitable material for high school dramatics.

DOREY, J. N.—A High School Course in Dramatics. English Journal, September, 1912.

The service of dramatics in development in pupil of resourcefulness, a knowledge of human life and altruism. Describes a definite course in dramatics. List of plays, rather archaic.

DREWRY, J. E.—High School Annuals. High School Quarterly 13:95, January, 1925.

DRUMMOND, ALEC M.—An Adventure in Dramatics. English Journal, December, 1919.

The successful experiment of a "Little Country Theatre" conducted by the Cornell Dramatic Club in the New York State Fair and the resultant value to the community.

DRUMMOND, ALEC M.—For the Director of Dramatics. English Journal, December, 1917.

A most complete list of books that will be helpful to high school dramatic teachers. Practical advice and suggestions.

DU BREUIL, ALICE J.—The Moving Picture and the School. Educational Review, 40:204-12, February, 1915.

DUTTON AND SNEDDON.—Administration of Public Education in the U. S. Macmillan (1912).
Value of social activities in the high school.

EAKLEY, F. S.—Formation of Club Activities in Junior High School. The Junior High School Clearing House, Sioux City, Iowa. Vol. II, No. 5, p. 1 ff., February, 1924.

ECHOLS, S.—The Status of Extra-Curricular Activities in Illinois High Schools. University of Illinois, Bulletin, 19:45-49, January 23, 1922.
A brief survey of extra-curricular activities in Illinois High Schools.

EDMONSON, J. B.—Problems in Secondary Education. Public School Pub. Co. (1924.)

ELIOT, C. W.—Boy Scouts. Journal of Education, 80:261, 326, 610-11, 664:81, 130-1, 439-40, 487. September 24, October 8, December 17, 31, 1914; February 4, April 22, May 6, 1915.

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EMERSON, T. C.—The Home Room Period. The Junior High School Clearing House, Sioux City, Iowa, 2:11-15, October, 1923.
Plans for home room organizations, administration, and programs of activities.

ENTY, R. AND HOME, E. C.—Hygiene and Sanitation of Summer Camps. American Education Review, 23:233-7, 293-300, 434-8, 488-93, April, May, October, November, 1918.

ETHRIDGE, W. S.—Girls' Service Club. Good Health, 77:20-1, November, 1923.

EVANS, C. E.—Student Self-Government in Teacher Training Institutions. Proceedings, National Education Association, pp. 248-51 (1920).
Reports the results of a questionnaire on student self-government in normal schools. Sets forth some limitations of the plan and its possible field of service.

EVANS, G. F.—Capitalizing our Educational Liabilities. Howard Graduate Magazine, 32:242-5, December, 1923.

EVANS, E. E.—What To Do With the High School Assembly. School Review, 31:282-6, April, 1923.

EWATT, CLARA C.—Getting out the High School Paper. Publications Department, Board of Education, Cleveland, Ohio.
This is one of a series of bulletins on what Cleveland public schools are doing.

FACULTY.—Every Day Manners. Fourth Philadelphia High School. Macmillan (1924).

FERRIS, HELEN.—Producing Amateur Entertainment. E. P. Dutton.
Suggestions not only for plays but also for every variety of stunts, games, etc., for many occasions. Especially helpful in getting up club programs, vaudeville shows, etc.

FINLEY, JOHNSON H.—Dramatic Method of Teaching. Ginn.
Exposition of successful methods of dramatization in all grammar school subjects as utilized by teachers in England.

FLUIT, L.—The Editorial. Appleton (1920).
An account of the development of editorial writing, followed by a discussion of what constitutes effective editorials, taking into consideration purpose, form and content, a table of tests is presented for analyzing editorials.

FLUIT, L.—Newspaper Writing in High Schools. Department of Journalism. University of Kansas (1917).
A suggested course for high school newspaper work with practical suggestions for the publication of the newspaper.

FOWLER, B. P.—Social Organization of a High School. School and Society, 12:396-99, October 30, 1920.
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FOWLER, B. P.—Socialization of the Six-Year High School Through the Organization of the Student Activities. National Education Association, pp. 672-3 (1921).

FOWLER, B. P.—Social Organizations of a High School. School and Society, 12:396-9, October, 1920.

FRETWELL, E. K.—The Assembly. Sixth Yearbook, National Association of Secondary School Principals, pp. 147-54 (1922).
A discussion of the aims of school assemblies and how to realize these aims.

FRETWELL, E. K.—Proceedings of the Maryland State Teachers Association, pp. 26-31 (1921).
A brief comprehension statement of the place of extra-curricular activities in training for citizenship, with suggestions for organization.

FRETWELL, E. K.—Education for Leadership. Teachers College Record, 20:324-52, September, 1919.
A detailed report of the development of the organization for directing some curricular and all extra-curricular activities of the Speyer Junior High School of New York City.

FRETWELL, E. K.—A Survey of the Extra-Curricular Activities of Philadelphia High Schools. Report of the Survey of the Public Schools of Philadelphia. Book IV, pp. 113-63. Public Education and Child Labor Association of Pennsylvania, Philadelphia, Pa. (1922).

A survey of the extra-curricular activities of the eleven high schools of Philadelphia, published as a part of the Philadelphia School Survey.

FRETWELL, E. K.—A Survey of the Extra-Curricular Activities in the Boys' High Schools of Baltimore. Baltimore School Survey. Vol. II, pp. 101-10. Albrecht Co., Baltimore, Md. (1921).

A discussion of the organization and administration of the extra-curricular activities of the boys' high schools of Baltimore: an evaluation of what is being done, and a suggested constructive program for developing such activities as can and should exist. Such organizations are discussed as, school clubs, school publications, musical organizations, the assembly, athletics, class organizations.

FRETWELL, E. K.—School Publications. Report of the Survey of the Public Schools of Philadelphia. Vol. IV, pp. 141-44, 158-160 (1922).

A statement of a theory of school publications, an evaluation of what had been done in Philadelphia prior to 1922 and recommendations for what the author considered should be done.

FRETWELL, E. K.—Extra-Curricular Activities of the Boys' High Schools. Baltimore Survey Vol. III, pp. 101-11 (1921).

— Survey of the Public Schools of Philadelphia. Vol. IV, pp. 135-41. The Public Education and Child Labor Association, 1720 Chestnut Street, Philadelphia, 1922.

A survey of the assemblies in the elementary schools of Philadelphia.

FRETWELL, E. K.—The Advisor of Girls and the Extra-Curricular Activities of the High School. Educational Administration and Supervision, February, 1924.

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FRETWELL, E. K.—The School Assembly. National Association of Secondary School Principals. Sixth Yearbook, pp. 147-54 (1922).

Some of the aims of the school assembly together with recommendations as to how these aims may be realized.

FRENCH, WILL.—Extra-Curricular Activities. Their Relation to the Curricular Work of High School. National Education Association, pp. 737-42, (1915).

Explaining the educational possibilities found in extra-curricular activities.

FOSTER, C. R.—The Latimer Junior High School. Elementary School Journal, 24:283-89, December, 1923.

Description of the Latimer Junior High School, giving a partial list of extra-curricular activities, an account of the student ment organization, assembly programs. The newspaper, luncheons, school awards and the guidance problem are also discussed.

FROULA, V. K.—Extra-Curricular Activities: Their Relation to the Curricular Work of the School. Proceedings, National Education Association, pp. 737-42 (1915).

A philosophy together with some practices necessary to organize extra-curricular activities.

FRY, E. S.—Educational Dramatics. Lloyd Adams Noble, New York.

An enthusiastic plea for more extensive use. Practical hints for dramatization, story playing, and producing. Definition of technical terms.

GALLOWAY, T. W.—Dramatic Instincts in Religious Education. Pilgrim Press.

GATES, F. A.—Some Health Conditions Existing Among Our High School Girls. Pedagogical Seminar, 26:152-61, June, 1919.

GIBSON, JESSIE E.—An Experiment in Social Education. The School Review, 30:613-20, October, 1922.

A concrete account of the work of one high school advisor of girls.

GILBERT, C. B.—The School and its Life. Boston, 1906.

—/ Girl Scout Week. Catholic World, 120:409-10, December, 1924.

GIVEN, J. L.—Making a Newspaper. Henry Holt (1911).

A detailed study of the making of a city newspaper including the relation of the police to the gathering of news and the actual writing of news stories.

GLADDEN, G.—Educational Aspects of Scouting. Review of Reviews, 66:70-2, July, 1922.

GLASS, JAMES M.—Socializing the High School Administration. High School Quarterly, 8:247-56, July, 1920.

Organization of a school to serve as the special field for student activities as citizens giving safe rules for guidance.

GOLDBERG.—The Drama of Transition. Stewart Kidd.

GRAUVILLE, R.—The High School Paper as an English Project. English Journal, 12:566-588, October, 1923.

The use that a senior English class made of the school newspaper to stimulate the work in English by taking over the publication of certain issues.

GUILFOIL, HELSEY.—Correlating the School Paper and English Composition. English Journal, 13:269-271, April, 1924.

GUILD, T. H.—Suggestions for the High School Play. English Journal, December, 1913.

Covers choice of play, actors, suggestions for makeup, costumes, etc. Good practical advice.

HALL, S. ROLAND.—Writing an Advertisement. Houghton Mifflin (1915).

Answers questions of how to write an advertisement well. Emphasizes importance of good "copy".

HAYDEN, F. S.—Democracy in High School Government. The School Review, 30:187-92, March, 1922.

An article setting forth the plan of the welfare council of the Citrus Union High School, Azusa, California.

HUMPHREYS, P. W.—Boys Camps that Pay. Suburban Life, 13:82-3, August, 1911.

HANNA, O. M.—The Class Newspaper. English Journal, 12:205-207, March, 1923.

A plan or outline for making the school newspaper exist for the sake of the pupils of the schools by allowing members of the composition classes to take charge of the school newspaper.

HARRINGTON, J. F.—Teaching Journalism in a Natural Setting. Educational Administration and Supervision, 5:197-206, August, 1919.

An application of the project method in the journalistic workshop in the University of Illinois.

HARVEY, B. E.—Motivating the English Composition. School Review, 24:759-63, December, 1916.

HARRINGTON, H. F.—Writing for Print. Heath (1922).

A handbook in journalistic compositions with suggestions of the organization and conduct of the high school newspaper.

HARRINGTON, H. F.—Typical Newspaper Stories. Ginn (1915).

A series of excellent news stories collected in one volume and illustrating the prominent features in news writing, especially human interest.

Handbooks from:

Dewitt Clinton H. S., New York City.
Boise—Hand Book.
Wadleigh—Hand Book.
Decatur—Hand Book.
Green Book—Senn H. S., Chicago.
East Tech High, Cleveland, Ohio.
Central High School, Oklahoma City.
Various others.

HANWOOD, H. M.—Extra-Curricular Activities in High School. School Review, April, 1918.

HARRINGTON AND FRANKENBERG.—Essentials in Journalism. Ginn (1912).

Contains valuable suggestions in rather technical terms.

HATCHER, O. L.—A Book of Shakespeare's Plays and Pageants. Dutton.

Description of Shakespeare's England. Suggestions for a pageant historically correct, amateur plays, some Elizabethan songs with music, dances, costumes and bibliographies.

HAYES, HARRIET.—The Problem of the High School Magazine. University High School Journal, University of California, 2:151-163, July, 1922.

A summary of returns from a questionnaire sent to one hundred high schools.

HAYES, HARRIET.—The Case Against the High School Annual. University High School Journal, University of California, 2:426-434, December, 1922.

A study of what is actually being done in this activity and a consideration of the fundamentals requisite for success.

HAYES, H.—Social Life of the High School and Some of Its Problems. Proceedings of National Education Association, pp. 173-8, (1923).

HEDGES, M. H.—Group Play-Writing. English Journal, January, 1919.
An account of a project at Beloit College, Wisconsin. Practice in "the historical formula of the drama's growth."

— High School Fraternities. The School Review, 28:167-69, March, 1920.
An account of the method adopted by the high school of Dubuque, La., in regard to fraternities and sororities.

— High School Fratrenities—Legislation in Illinois. School and Society, 10:13-14, July 5, 1919.
A copy of the Illinois law prohibiting fraternities and sororities in the public high schools of the state and of the provisions for enforcement.

HILL, A. C.—School Journalism. School and Society, 3:354, March, 1916.
A discussion at the meeting of the Section of School of Journalism, State Teachers Association in Rochester, N. Y., in which is advanced the idea that journalistic activity might be utilized in the schools in giving a definite purpose for writing.

HILLARD, E.—Amateur and Educational Dramatics. Macmillan.
Values and results of educational dramatics presented. Partial discussion of original dramatization, production, use of dramatics in teaching reading, etc.

HINCKLEY, T. B.—Drama and the English Course. School Review, 1918.
Account of the University of Chicago High School Drama Course. Its aims: To give knowledge of dramatic forms, to introduce great world dramatists, and to illustrate the history of the drama in outline. List of plays.

HOBSON, CLOY S.—An Experiment in Organization and Administration of High School Extra-Curricular Activities. School Review, 31:116-24, February, 1923.
Giving the organization plan of extra-curricular activities as it actually works in a high school. Also contains an honor-point schedule and tells how it is administered.

HOME, CECIL.—Student Self-Government in High School of Brownsville, Oregon. Journal of Education, 81:417-18, April 15, 1915.
Description of a student self-government organization by high school students.

HORNE, ERNEST.—A typical Program for an Assembly Period at Speyer School. Teachers College Record, XVIII, No. 3, May, 1917.
An account of an assembly program presented at Speyer Schools of Tecahers College, Columbia University.

— Honor of a Scout. Spectator, 110:650-1, April 19, 1913.

HORST, H. M.—Student Participation in High School Responsibilities. School Review, 32:342-55, May, 1924.
This article is based on the theory that student participation leads pupils to feel the need of improvement in the conditions of

their environment and gives them an opportunity to develop initiative and leadership in supplying that need.

HORTS, A. M.—The Children's Educational Theatre. Harper Bros., New York.

A detailed account of this successful experiment in New York City. Explains exactly how similar theatres can be organized all over the country with their resultant value. Valuable suggestions for the church and social worker.

HARWOOD, H. M.—Extra-Curricular Activities in High Schools. The School Review, 26:273-81, April, 1918.

Contains a chart of a student organization used in a school of 200 pupils. Gives plan in detail for finance board, and census board with a suggested point system.

HUDELSON, EARL.—Society at Work. School and Society, 12:21-22, July 3, 1920.

This article relates an incident in discipline, handled by a seventh grade English class at the Horace Mann school of Teachers College in the summer of 1919.

HUFF, B. M.—Laboratory Manual for Journalism. Central High School, Muskogee, Okla. (1921).

A carefully planned course of study for the class in journalism with all the details of printing a school paper outlined in the proper order and in most helpful fashion. Probably the most definite work of the sort yet published; a high school course in journalism planned for three semesters.

HUFF, B. M.—How to Publish a School Newspaper. Mentzer Bush and Company, Chicago, Illinois (1924).

A book which contains information of the organization of a school newspaper staff, the duties of the editors, news-writing, feature writing, advertising, business forms, editorial writing, makeup, headline-writing, copy-reading and proof-reading.

HUFF, B. M.—Journalism, a Socializing Agency. English Journal, 12:-136-137, February, 1923.

A brief account of work done in the journalism classes in the Muskogee, Oklahoma, High School. Classes were organized into regular staffs which changed every two weeks.

HUNTER, G. W.—Experiment in Student Cooperation. Outlook, 112: 704-7, March, 1916.

An account of how interest was aroused and cooperation of students secured in organizing a sanitary squad in DeWitt Clinton High School, New York City. Through this organization pupils made and enforced rules for helping to keep clean a building housing 6,000 pupils.

HUNUSTON, B.—The Theatre as an Educational Institution. Q. J. Speech Ed., March, 1919.

Gives effectively the educative value of dramatics both for participants and audience.

HUNZICKER, B. P.—Recreation at Ohio State Industrial School for Girls. Playground, 17:47-9, April, 1923.

HYDE, G. M.—Newspaper Reporting and Correspondents, Appleton (1912).

A manual for newspaper reporters and amateur correspondents telling how to get news and how to write it.

HYDE, G. M.—Newspaper Editing. Appleton (1915).

Methods of editing most helpful to students and newspaper desk men with especial emphasis on copy reading.

HYDE, G. M.—Handbook for Newspaper Workers. Appleton (1920).

A style book which treats grammar, punctuation, diction, journalistic structure, typographical style, accuracy, headlines, proofreading, use of different type, cuts, libel and other matters of office practice.

HYDE, G. M.—A course in Journalistic Writing. Appleton (1922).

This book is based on the supposition that the average teacher has had little experience in newspaper writing. It is intended to help the teacher in technical problems especially in the managing or advising of student publications.

IMBODEN, SARAH MARK.—An Assembly as a Means of Vitalizing School Work and Conduct. School and Home Education, Volume XXVIII, No. 9, pp. 332-38, May, 1909.

An account of the assembly in a school containing no pupils above the fifth grade.

INGLIS, A.—Socialization of the High School. Teachers College Record, 16:205-16, May, 1915.

IRVING, P. G.—Boy Scout Activities on the Playground. Playground, 5:282-6, November, 1911.

— Invaluable Training for Citizenship. World's Work, 49:9, November, 1924.

— It's All a Game. Playground, 16:468, January, 1923.

JACOBY, F. C.—Camp Roosevelt, Man Maker. School Science and Math., 19:581-81, October, 1919.

JACKSON, N. A.—Pupil Government in Secondary Schools. Education, 42:198-210, December, 1921.

An analysis of a questionnaire sent to 101 principals and superintendents in order to ascertain the attitude toward this form of government. Arguments on both sides are clearly stated.

JENKS, J. W.—Life Questions of High School Boys. New York Young Men's Christian Association Press (1908).

JOHNSON, F. W.—Moral Education through School Activities. Religious Education, 6:493-502, January, 1912.

This article points out the close relation between moral development and social expression at the adolescent age. It includes a survey of the organization and direction of the social activities of the University High School of Chicago, Illinois.

JOHNSON, G. E.—Dramatic Production and the Educational Curriculum. The Status of Dramatic Work in Colleges and Universities of the Country. Q. J. Speech Ed., March, 1919.

Result of a survey of educational dramatics in the U. S. and suggested reforms. The writer has had considerable experience in both high school and college dramatic production and therefore gives valuable suggestions. A plea for better organization of dramatics rather than the evident haphazard system in vogue.

JOHNSON, G. E.—Choosing a Play. H. W. Wilson Company. Pamphlet.

Contains the most compact form suggestions covering all possible problems which a director of Amateur Dramatics must meet. One of the best classified lists of plays of all kinds.

JOHNSON, LAURA M.—Pupil Participation in Administering the Junior High School. Elementary School Journal, 22:615-20, April, 1922.

Discusses the growth of pupil initiative, cooperation, and responsibility in solving problems of school conduct. An experiment conducted in the junior high school of the training department of State Normal School, Oshkosh, Wisconsin.

JOHNSTON, NEWLON AND PICHELL.—Senior-Junior High School Administration. Macmillan (1922).

JOHNSON, F. W.—The Problems of Boyhood. University of Chicago Press, Chicago, Illinois.

JOLLEY, L. F.—An Accounting System for High School Organizations, School Review, 31:136-42, February, 1923.

An account of the plan used in Elgin High School, Elgin, Illinois, for a centralized system of accounting for all high school funds.

JONES, H. W.—Student Cooperation in School Government. School and Society, 13:251-57, February 26, 1921.

Student cooperation develops a high sense of responsibility regarding community affairs. This article tells how cooperation in school government was put into effect in Walla Walla High School, Walla Walla, Washington.

JONES, H. W.—Student Cooperation in School Government. School and Society, 13:251-57, February 26, 1921.

Details concerning the working plan and claims of specific advantages for the type of student council in the high school in Walla Walla, Washington.

JONES, GERTRUDE.—Systematizing the Financial Affairs of the High School Students Organizations. School and Society, 15:611-12, June 3, 1922.

Detailed information as to the handling and checking of school funds.

JONES, G.—Parties as Projects in Instruction in High Schools. School and Society, 17:696-7, June, 23, 1923.

KELLY, E. D.—Boy Scouts as Construction Engineers. Illustrated World, 38:611-12, December, 1922.

KENNEDY, C. W.—Outside the Curriculum. Forum, 71:207-13, February, 1924.

KENDALL, C. N. AND MIRICK, G. A.—How to Teach the Special Subjects, Chapter I (1918).

KENDRIC, W. H.—Boys' and Girls' Four H Clubs and the School. Proceedings, National Education Association, pp. 564-6 (1921).

KERR, MINA.—Student Government. Proceedings, National Education Association, pp. 358-61 (1921).

The general argument for and against student government as a product of democracy together with suggestions for guiding a cooperative school government.

KIERMAN, F.—Great Adventure for Democracy: Preparing for It by Self-Government in the Public Schools. Craftsman, 26:626-30, September, 1914.

A defence of and plea for student self-government.

KILPATRICK, W. H.—Education of Adolescents for Democracy. Religious Education, 14:123-35, June, 1919.

The formulation of standards for evaluating organizations working with volunteer groups of adolescents, and an evaluation of these organizations on the basis of the standards set up.

KITTRELL, C. A.—An Important Factor in Teaching Citizenship. School Review, 29:366-72, May, 1921.

A plan for student participation as worked out in Devil's Lake, N. D. The work of the various boards briefly outlined. The booster board, which unifies the work of the whole, becomes in reality an honor society.

KIES, P. P.—Teaching Opera Librettos. English Journal, February, 1920.

Illustrates what may be done by correlating music and English in the high school. Shows method of study and a list of operas suitable for high school study. Good points as an aid to appreciation of literature.

KIMMINS, G. T.—The Guild of Play Book of Dances and Festivals. J. Curwen and Son, London.

This is a series of three books containing music and directions for folk dances which were produced at the Guild of Play in Bermondsey, England. Book Two contains directions for two English historical pageants.

KIMBALL, ALICE MARY.—A Camp where the Girls Boss. Outlook, 137-233, June 11, 1924.

The story of an experiment with self-government.

KING, W. A.—An Elementary School Health Project. Elementary School Journal, April 22, 608-14.

KING, W. L. MACKENZIE.—Industry and Humanity. Chapter XII, pp. 430-539. Houghton Mifflin (1918).

The relation of education and public opinion in directing industrial affairs. The reasoning applies almost equally well to schools.

KING, L.—Social Training through School Group Activities. American Academy, 67:13-25, September, 1916.

Formulates briefly general principles on which social values depend; classifies types of organization for social training; cites practical examples of socialized class work in various schools; shows the development of extra-classroom activities in other schools.

KING, IRVING.—Social Aspects of Education. Chapters XV and XVI, Macmillan (1912).

A discussion of the social life of the school as expressed in its government. A bibliography is included.

KIRKMAN, IRA H.—A Rural School Experiment in Self-Government, Journal of Rural Education, 2:25-29, September, 1922.

How an unruly school was turned into one of the best schools in the community by introducing self-government.

KNICKERBOCKER.—Plays for Class-Room Interpretation. Henry Holt.

Text book for use in high school dramatic course. Detailed lessons in interpretation of specimen dramas. Five one act plays included for use in course.

KOCH, T. H.—Amateur Values in Pageantry. Q. J. Speech Ed., October, 1915.

KOOS, L. V.—Junior High School. Harcourt, Brace Co. (1920).

KROWS, A. E.—Play Production in America. Henry Holt.

Everything that pertains to plays and their production including the practical business and mechanical side of the theatre. Used as a text book in numerous universities. Treated from the professional standpoint, but very valuable as a reference book for the amateur producer.

KUHNER, J.—Camp Ration for Boys. Playground, 16:167, July, 1922.

LANCE, JACK.—High School Journalism. High School Quarterly, 8:82-85, October, 1919.

A brief outline by the high school superintendent of the work the Greensboro High School is doing in journalism. Believing the plans feasible in other schools, he gives several helpful suggestions for small high schools.

LASHER, W. R.—School Activities as an Educational Factor in Secondary Schools. Proceedings, National Education Association, pp. 445-50 (1910).

This article presents the attitude of policy of Erasmus Hall High School in Brooklyn, towards all sorts of student activities. Erasmus Hall was one of the first schools to take advantage of the possibilities of student activities as an instrument for effective education for citizenship.

LASHER, WILLIAM P.—School Activities. Journal of Education, 74:345, October 5, 1911.

LANGDON, W. C.—Music in Pageantry. Drama Publishing Company, Chicago, 1918.

LATHAM, A. J.—The Making of a Festival, Teachers College Record, May, 1915.

Describes the production of a new year festival. Brings out the distinction between festival and pageant. Programs and various aids furnished.

LATHAM, H. B.—High School Hydra-Educational Review, 50:360-68, November, 1915.

An argument in favor of having every school pupil in a fraternity.

LEE, ARTHUR.—Literary Societies in a Small High School. The English Journal, 13:35-38, January, 1924.

An interesting account of the development and formation of literary societies in a high school of 300 students, Clinton, Missouri. These societies have been active since 1899.

LEE, H. A.—Student Newspaper Work. English Journal, 5:164-171, March, 1916.

An exposition of the chance one teacher had to use the community paper to give young writers the satisfaction of getting into print.

LEE, J. M.—History of Journalism in the U. S. Houghton Mifflin (1917).

An account of the history of the American press from 1690 to 1917.

LEWIS, GRACE T.—An "Every Girl" Supper. School Review, 32:134-41, February, 1924.

This tells what was done in the Mt. Vernon High School, Mt. Vernon, N. Y., to give every one in school a good time. A project in socialization.

LEWIS, GRACE T.—Centralizing Student Activities in the High School. School Review, 31:612-26, October, 1923.

A splendid article on what the Mt. Vernon High School, Mt. Vernon, N. Y., did to centralize into "one closely associated, readjustable whole," all the existing activities. The result of this centralization has proven that there is a slow but certain groping toward "highest manifestation of student development, student self-control and real self-government."

LEWIS, W. D.—Student Participation in School Organization and Government as a Training in Democracy. Third Yearbook, National Association of Secondary School Principals, pp. 1-9 (1919).

Schools as laboratories of democracy; loyalty to a principle and not to a person; high school as a place for learning to live democracy by living it; avoid beginning with formal organization, spirit of cooperation is emphasized.

LEWIN, W.—Running a School Paper. English Journal, 11:8-13, January, 1922.

This gives an account of the organization back of a school newspaper.

— Lincoln School of Teachers College. Some Uses of the School Assembly. Lincoln School, New York City.

An account of the theory and practice of the schools assemblies at this school.

LODGE, GONZALES.—Dramatic Interpretation in the Teaching of the Clasics. Teachers College Record, May, 1921.

Further aids toward vitalizing the study of literature through dramatics described in detail.

LOOMIS, F. A.—High School Dramatics. The English Leaflet, No. 127, May, 1915.

LIPPMAN, WALTER.—Liberty and the News. Harcourt, Brace and Company (1920).

This is a group of three essays on journalism and the higher law, what modern liberty means, and liberty and the news. The author believes that freedom and truth can be related to the news.

LUCEY, MICHAEL H.—The Application of Democracy to the Organization and Administration of the High School. Educational Administration and Supervision, 10:205-11, April, 1924.

Describes organization and administration of extra-curricular activities in the Julia Richman High School, New York City.

LULL, H. G.—Socializing School Procedure. American Journal of Sociology, 24:681-91, May, 1919.

Discusses the social organization of the regular activities of the school.

LYMAN, R. L.—Guidance Program of the Holmes Junior High School. School Review, 32:93-104, February, 1924.

An account of the personal, remedial, civic and cultural guidance program which has for its basis the student participation as a chief means of learning.

LYMAN, R. L.—The Ben Blewett Junior High School of St. Louis. The School Review, 28:26-40, 97-111, January, and February, 1920.

Organization, clubs, pupil participation in school government, and other plans for securing pupil cooperation are described.

LYMAN, R. L.—Washington Junior High School, Rochester, N. Y. The School Review, 28:178-208, March, 1920.

In presenting the plan of the whole school, the author gives a detailed description of pupil organization and pupil participation in the extra-curricular activities of the school.

LYNCH, A. H.—What Radio Holds for Boy Scouts. Radio Broadcasting, 3:251-4, July, 1923.

MACKAY, C. D.—Costume and Scenery for Amateurs. Henry Holt, New York.

An elaboration of the above. Seventy illustrations. Many simple outline designs for costumes and scenes for historical plays and pageants.

MACKAY, C. D.—Staging and Costuming of Amateur Plays. Stokes, N. Y. (1915).

A practical, inexpensive handbook on this subject with many diagrams of easily made costumes.

MACKAY, PERCY.—Community Drama. Houghton Mifflin.

MACGOWAN, KENNETH.—The Theatre of Tomorrow. Bone and Liveright.

Probably the best current treatise on the development of the technique of dramatic production, and modern tendencies. How, by whom and where each advance in methods of production is made. Finely illustrated.

MACGOWAN, KENNETH AND JONES, ROBERT EDMOND. — Continental Stagecraft. Harcourt, Brace and Company.

The observations of a year spent in Europe studying production there. The latest book on the new stagecraft and advanced technical devices. Thirty-two full page illustrations.

MACKAY, C. D.—The Little Theatre in the U. S. Henry Holt.

A complete survey of the Little Theatre movement and descriptions and photographs of every Little Theatre in the U. S. in 1917. Good list of plays that have been successful in these. A few illustrated scenes.

MACKAY, C. D.—The Patriotic Drama in your Town. Henry Holt.

Contains good dramatic material and suggestions for patriotic celebrations for national holidays.

— Making Girl Scouts Good Scouts. Visual Education, 5:146-9, June, 1924.

MARBLE, T. L.—How to Appreciate the Drama. Hinds, Noble and Eldridge.

An elementary treatise on dramatic art. Exposition of some of the structural elements of dramatic composition.

MARTIN, E. S. AND MCKENZIE, F. A.—Should the Boy Scout Activities Be Made a Part of the Municipal Recreation Program and Supported by Public Funds? Playground, 6:348-52, December, 1912.

MARTIN, E. S.—Adventure Hikes. Overland Magazine, 82:354, August, 1924.

MASTERS, J. G.—High School Fraternities. School Review, 14:422-32, June, 1917.

A statement of the grades and cases of discipline of 70 fraternity and 704 non-fraternity boys in Oklahoma City High School.

MASTERS, J. G.—Development of the Youth. National Education Association Journal, 13:319-20, December, 1924.

MEREDITH, W. V.—Pageantry and Dramatics in Religious Education. The Abington Press, New York.

MERRY, G. N.—High School Plays in Iowa. Q. J. Speech Ed., July, 1916.

Results of a questionnaire mailed to public schools. Estimate of grade of satisfaction given community by each play.

MERRY, G. N.—College Plays in the U. S. Q. J. Speech Ed., October, 1916.

A list of college plays showing the percentage of satisfaction each gave to the community in which it was given.

METHLEY, VIOLET M.—The Amateur Actor's Companion. Mills and Boon.
Practical suggestions as to make-up, settings, etc. Not very modern in its general theme.

METCALF, C.—Amateur Entertainments, How to Produce and How to Act in Them. G. Routledge and Sons, London.
Not as good as some of the above. One excellent chapter on make-up.

MILES, D.—Why Is a School Paper? English Journal, 5:486-490, September, 1916.
A story of the origin of a school paper in a high school where hostile sentiment had to be overcome. The scheme of organization and some views on the real worth of school papers are briefly discussed.

MILLER, ARMOND R.—Team Work in the Management of a Large High School. Sixth Yearbook, National Association of Secondary School Principals, pp. 20-28, 1922.
Among other factors the principal of the William McKinley High School, St. Louis, discusses the place of the student council in the administration of a public high school.

MILLER, ELIZABETH E.—The Dramatization of Bible Stories. Chicago University Press, 1918, XIV, p. 162.
A group of dramatizations with suggestions and helps written especially for schools and Sunday schools and illustrating the present day trend in religious education. List of stories suitable for dramatization.

MILLER, E. L.—Practical English Composition. Book II. Houghton Mifflin (1917).
A discussion of news writing and a presentation of a work-schedule for one hundred days.

MILLER, K. H.—Student Activity. Industrial Arts Magazine, 5:439-51, August, 1916.
An article on how students are organized and the machinery for putting out the paper at Salina, Kansas. It takes up election of the staff, duties, etc.

MILLS, C. H.—Boy Scouts and the Schools. School and Society, 16:280, September, 1922.

MILLIGAN.—Shall I Send My Girl to Camp? Woman's Home Companion, 51:30-2, June, 1924.

MODERWELL, H. K.—The Theatre of Today. J. Lane Co., N. Y.
The finest book of its kind. Profusely illustrated with reproductions of American and Continental settings. Contains directions for simplified stage settings, construction and lighting.

MOE, M. W.—Amateur Journalism. English Journal, 4:113-115, February, 1915.
An account of what was done in one high school.

MOSER, E. H.—Student Cooperative Government in the High School. Proceedings and Addresses of Thirty-third Annual Session of the North Carolina Teachers Assembly, pp. 178-81 (1916).

Describes the working of student cooperative government on a small scale. Tells why it was introduced and how it succeeded.

MYERS, J. S.—Student Social Life. School and Society, 13:541-7, May 7, 1921.

MCCLURE, W.—Morals by Rote. The School Review, 27:458-64, June, 1919.

A brief summary of the rise of public interest in pupil self-government.

MCFARLAND, E. W.—Student Self-Government. The Detroit Journal of Education, pp. 20-22, September, 1921.

A very good article justifying student self-government through the grades and high school.

MCLANE, F. M.—Behind the Khaki of the Scouts, Girl Scout Pageant. St. Nicholas, 50:386-9, February, 1923.

MCLINN, C. B.—Social Side of High School Life. Journal of Education, 74:345-7, October, 1913.

MCVEY, WILLIAM E.—Minimum Essentials in Manners and Right Conduct of High School Students. Harvey, Ill.

MCNAUGHT, M.—Training in Courtesy. Government Bulletin No. 54, Department of the Interior.

NEEDHAM.—Folk Festivals and How to Give Them. (1912).

— New Game for Boys. Spectator, 100:143-4, January 25, 1908.

NEWLON, JESSIE H.—High School Fraternities. Educational Administration and Supervision, 7:372-79, October, 1921.

A statement of the elimination of fraternities in the high school, Lincoln, Nebraska.

NEWMAN, HENRY.—Moral Values in Pupil Self-Government. Proceedings, National Education Association, pp. 41-45 (1913).

An article showing how pupil self-government develops the common aim uniting each to his fellows and to the adult authorities.

NEWMAN, HENRY.—Education for Normal Growth. Appleton and Company.

NICHOLS, W. H.—The High School Play. English Journal, December, 1914.

Excellent suggestions as to reform of school stage architecture and conditions for studying the drama. The ideal stage for school productions, the dramatic club rooms, etc. Discussion of the educational process in dramatics.

NIFENECKER, E. A.—The School Assembly, a Handbook for Auditorium Exercises. Board of Education, New York City, 1917.

A presentation of material that has or could be used in the assembly period of the New York City Schools.

NIXON, O. F.—The Cost and Financing of Student Publications. School Review, 31:204-12, March, 1923.

A presentation of material gathered from a study of high school publications, annuals, papers and magazines of two hundred and twenty high schools in the North Central Associations of colleges

and secondary schools. This article deals with the cost and financing of these student publications. Tables appended.

NIXON, O. F.—Student Publications in High Schools. The American School Board Journal, 64:47, 127, December, 1923.

Annuals, newspapers and magazines in high schools accredited by the North Central Association. Information is given as to purposes, nature and type, management, supervision and direction, cost, financing, attitude of the general public.

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O'BRIEN, K.—Boy, His Gang, and School. Education, 44:40-3, September, 1923.

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OLIVER, M.—High School Organizations and Their Administration. School Board Journal, 65:58 ff, October, 1922.

An analysis of conditions in the high school of Pasadena, California, where clubs and pupil organizations are developed both for their own worth and to combat fraternities.

OPDYCKE, J. B.—News, Ads and Sales. Macmillan (1914).

A text book suitable for beginners in high school journalism, which deals with the newspaper field, content and values, including supplementary questions and exercises.

OSBORNE, H.—How to Stage a Play. A Manual for the Amateur Stage Director. T. S. Dennison and Company, Chicago.

The usual suggestions and advice. Practical.

PALMER, G. H.—Ethical and Moral Instruction. Houghton Mifflin.

PALTI, GEORGE.—Thirty-six Dramatic Situations.

Shows basis for all play plots. Excellent for a reference in original play writing.

PARKER, W. W.—One Way to Run a School or College Newspaper. English Journal, 7:256-59, April, 1918.

An explanation of the method of conducting the school paper in a state normal school.

PARKER, FRANCIS W.—The Morning Exercises as a Socializing Influence. Studies in Education, Volume II. Published by the School, Chicago, 1921.

PARMENTER, ETHEL M.—The Concentration Study Hall. School Review, 32:53-59, January, 1924.

An excellent plan of the operation and success of a new study hall system in use in the East Technical School, Cleveland, Ohio, through the student participation in it. Appended constitution of an honor system.

PAUL, F. H. J.—Student Organization and the Development of Character. National Education Association, 1273-9 (1922).

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The opportunity for character building and student cooperation in the management of the school is pointed out.

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This "Manual for High Schools" presents a plan and detail suggestions for working out a program of extra-curricular activities for junior and senior high schools including the assembly, for the state of Pennsylvania.

PENNY, E. M.—Staff Organization. The West High Weekly, December 10, 1920.

An explanation of the actual development and management of the West High Weekly.

PENNY, E. M.—News Reading in High School Teaches Intelligent Reading of Newspapers. The West High Weekly, West High Schools, Minneapolis, Minn., December 10, 1920.

A discussion of the value of a high school newspaper course in training pupils to read newspapers intelligently and to write clearly, with a statement about the organization of the news writing course in West High Schools.

PERRY, FRANCES M.—School Journalism. English Journal, 1:299-307, May, 1919.

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PERRY, FRANCES M.—The Supervision of School Publications. English Journal, 8:617-622, December, 1919.

The author suggests that the way to supervision is not through direct and open censorship, but through improvement of classroom instruction in English; and through organization of the staff as a press club.

PEREGO, T. M.—The Little Theatre in the High School. English Journal, Spetember, 1916.

A report of the organization and operation of the first "Little Theatre" in a high school, South Bend, Indiana, High School. Plans, decorations, problems encountered, etc., well described.

PERRY, A.—Boy Scout's Place in the Radio Game. Radio Broadcasting, 2:275-81, February, 1923.

PERRY, C. A.—Wider Uses of the School Plant. Chanties Publishing Co., New York (1911).

PETERS, HARRY A.—The Honor System in Secondary Schools. School Review, 32:36-39, January, 1924.

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PHILLIPS, E. K.—School Papers. Industrial Arts Magazine, 6:268-271, July, 1917.

An article by the state supervisor of printing, New Jersey, giving a list of the equipment needed and advice as to the selection of type and paper. The selection of a name for the paper, the organization of the staff, and the arrangement of the parts of the paper are discussed in brief form.

PHILLIPS, E. K.—Practical Problems in Printing. Industrial Arts Magazine, 6:449-450, July, 1917.

This article shows correlation of printing with arithmetic and English.

PHILIPPS, H. S.—Report of Committee on Junior High Schools of Denver, Colorado. Elementary School Journal, 23:17-23, September, 1923.

Report is based on a questionnaire sent to different junior high schools. Explains the advisory system in effect and gives a list of extra-curricular activities with a suggested tentative schedule.

PICHEL, IRVING.—Stage Machinery and Lighting Equipment for Small Theatres and Community Buildings. Theatre Arts Magazine, January and February, 1920.

Exposition of the necessary technical features in small theatre construction. A detailed discussion especially of value in planning equipment for the school theatre.

PICKELL, F. G.—Training for Citizenship Through Practice. The School Review, 28:518-28, September, 1920.

With the high school at Lincoln, Nebraska, as a background the former principal presents a plan for enabling pupils to practice citizenship.

PONE, O. E.—A Country-Wide Program of Extra-Curricular Activities. National Education Association, 62:959 (1924).

POUND, OLIVIA.—Need of a Constructive Social Program for the High School. The School Review, 26:153-67, March, 1918.

The advisor of girls in the High School of Lincoln, Nebraska gives (1) a criterion for the evaluation of student organizations; (2) the experience of the Lincoln teachers in dealing with student organizations; (3) the returns from a questionnaire sent to various schools asking information in regard to purposes, supervision, and proportion of the student body participating in societies, etc.

POUND, OLIVIA.—Social Life of High School Girls: Its Problems and Its Opportunities. The School Review, 28:50-56, January, 1920.

This article is written to show why the school should offer social activities in the form of clubs for girls. Reports are given of the work done by several high schools clubs.

POUND, OLIVIA.—School Reconstruction in the High School. School and Society, 14:509-13, December 3, 1921.

A report from the high school, Lincoln, Nebraska telling how the school became a democracy for citizens, training the children in the actual experiences of life. The socialized recitation, student council, and club activities are discussed.

POWELL, J. R.—Social Problems in the High School. Fifth Yearbook, National Association of Secondary School Principals, pp. 15-24 (1924).

An address by the principal of the Soldan High School, St. Louis, Mo. A plea for increased motivation of Social energies; student cooperation offered as a solution.

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An address by the principal of the Central High School, Tulsa, Oklahoma, showing how extra-curricular activities may be incorporated as a curricular activity within the daily program of every student. Scholarship requirements for honors and regulations governing social life are outlined.

PUFFER, J. A.—The Boy and His Gang. Houghton Mifflin, New York.

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A letter from Mr. Radcliffe to the editor of Education explaining his theory of self-government and giving a description of the plans as worked out in his high school at Flemington, N. J.

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Presented as a part of the survey of this institution. A careful, thought-provoking study of the place of the assembly in schools.

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— Recreational Reading for Boy Scouts. Elementary School Journal, 24:162-4, November, 1923.

— Regulation of High School Societies. School Review, 28:167-9, March, 1920.

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The importance of pantomime, need for its further use in the high school, suggestions as to introducing it in the study of English.

— Report of the Committee on Boy Scouts. Play ground, 5:210-5, September, 1911.

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The principal of the Theodore Roosevelt High School, Alton, Ill., gives a graphic representation of the high school organization including the place of the student council.

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An address by the principal of the Fifth Avenue High School, Pittsburgh, emphasizing wise planning and guidance for student activities, gives general plan for conducting them and points out that they should be for socialization, not for demoralization of school. Indicates major and minor activities and who shall take part.

SARG, TONY.—The Tony Sarg Marionette Book. B. W. Huebasch, Inc., New York.

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A brief account of putting out a school paper that is entirely a school product. Printing by the manual arts department is emphasized.

— Scouting Games. Spectator, 104:574-5, April 9, 1910.

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— School Papers. Manual Training, 17:788-789, June, 1916.

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STAHL, F. W.—An experiment in Pupil Self-Government. The School Review, 29-530-33, September, 1921.

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— State Laws Relating to Education Enacted in 1918-1919. Bulletin No. 30, U. S. Bureau of Education (1920).

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Best current article in the bibliography on the subject. Practical directions and suggestions for each step in the production of a high school play.

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ASSEMBLIES

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Report of the organization and operation of the first Little Theatre in a high school, South Bend, Indiana, High School. Plans, decorations, problems encountered, etc., well described.

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TOMKINS, G.—An Experiment With Home Made Plays. The Drama, December, 1920.

— The Play Course in High School. The Drama, November, 1920.

— University of North Carolina. Play Production for Amateurs. Issued by the university.

Sixty-four page bulletin. Thoroughly practical and with good bibliography.

WHITMIRE, LAURA G.—The Class Play. Q. J. Speech Ed., April, 1921.

Best current article in the bibliography on the subject. Practical directions and suggestions for each step in the production of a high school play.

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Books on the Subject

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Copiously illustrated and invaluable for the amateur making his own equipment. Practical.

BURTON, RICHARD.—How to See a Play. Macmillan.

Valuable little book teaching the proper appreciation of the best in the theatre. Brief summary of the development of the drama. Used as a text book in the University of Chicago High School course in the drama.

CLARK, B. H.—How to Produce Amateur Plays.

One of the best books on the subject. Contains advice as to selecting plays, staging, lighting, makeup, etc. Complete in detail, helpful and constructive. Includes list of plays.

CURTIS, E. W.—The Dramatic Instinct in Education. Houghton Mifflin.

Emphasizes the importance of proper opportunity for dramatic expression in education. Gives many fine suggestions for its utilization. The theory and practice of educational dramatics.

— Dramatization in the Grades. F. W. Faxon Co., Boston.
Reference list of fables, fairy tales, stories and historical events which have been dramatized.

FERRIS, HELEN.—Producing Amateur Entertainment. E. P. Dutton Co.
Suggestions not only for plays but also for every variety stunts, games, etc., for many occasions. Especially helpful in getting up club programs, vaudeville shows, etc.

FINLEY-JOHNSON, H.—The Dramatic Method of Teaching. Ginn.
Exposition of successful methods of dramatization in all grammar school subjects as utilized by teacher in England.

FRY, E. S.—Educational Dramatics. Lloyd Adams Noble, New York.
An enthusiastic plea for more extensive use. Practical hints for dramatization, story playing, and producing. Definition of technical terms.

JOHNSON, G. E.—Choosing a Play. Pamphlet. H. W. Wilson Company.
Contains in most compact form suggestions covering all possible problems which a director of amateur dramatics must meet. One of the best classified lists of plays of all kinds.

HILLARD, E.—Amateur and Educational Dramatics. Macmillan.
Values and results of educational dramatics presented. Partial discussion of original dramatization, production, use of dramatics in teaching, reading, etc.

HORTS, A. M.—The Children's Educational Theatre. Harper Bros., N. Y.
A detailed account of this successful experiment in New York City. Explains exactly how similar theatres can be organized all over the country with their resultant value. Valuable suggestions for the church and social worker.

KNICKERBOCKER.—Plays for Classroom Interpretation. Henry Holt.
Textbook for use in high school dramatic coruse. Detailed lessons in interpretation of specimen dramas. Five one act plays included for use in course.

KROWS, A. E.—Play Production in America. Henry Holt.
Everything that pertains to plays and their production including the practical business and mechanical side of the theatre. Used as a text book in numerous universities. Treated from the professional standpoint but very valuable as a reference book for the amateur producer.

MACKAY, C. D.—Staging and Costuming of Amateur Plays. Stokes, New York (1915).
A practical inexpensive handbook on this subject with many diagrams of easily made costumes.

— Costume and Scenery for Amateurs. Henry Holt.
An elaboration of the above. Seventy illustrations. Many simple outline designs for costumes and scenes for historical plays and pageants.

METCALFE, C.—Amateur Entertainments, How to Produce and How to Act in Them. G. Routledge and Sons, London.

Not as good as some of the above. One excellent chapter on makeup.

METHLEY, VIOLET M.—The Amateur Actor's Companion. Mills and Boon.

Practical suggestions as to makeup, settings, etc. Not very modern in its general theme.

MITCHELL, ROY.—Shakespeare for Community Players. Dutton & Co.

Producing Shakespeare on a large scale. Well illustrated with cuts of costumes, properties, etc.

OSBORNE, H.—How to Stage a Play, a Manual for the Amateur Stage Director. T. S. Dennison and Co., Chicago.

The usual suggestions and advice. Practical.

SARG, TONY.—The Tony Sarg Marionette Book. B. W. Huebasch, Inc., New York.

Simple directions for marionette productions by the most successful professional producer. Construction of puppets, the miniature stage, and manipulative devices explained. Includes two plays for marionettes.

SIMONS, SARAH E.—Dramatization. Scott, Foresman.

Purpose and methods discussed. Dramatized selections from 22 high school classics. These selections may also be purchased in pamphlet form. Stage settings and costumes indicated.

STONE, M.—Bankside Costume Book for Children. Gardiner, London.

Similar to the book by C. D. Mackay in scope but simpler.

STRATTON, C.—Producing in Little Theatres. Henry Holt.

One of the best recent books on amateur dramatics. Contains a wealth of pictures of scenery, costumes, etc. Modern in treatment.

TAYLOR, E.—Practical Stage Directing for Amateurs. E. P. Dutton.

Suggestions for choice of play, organization, rehearsing, the stage and the scenery. An interesting study in details of makeup. A glossary of common stage terms.

Pageantry

Magazine Articles

ABBOTT, A.—The Shakespeare Festival of Teachers College. Teachers College Record, March, 1916.

Text of the festival with dances and song references. Very clear directions.

— A Pageant of National Ideals. Teachers College Record, May, 1917.

Text, administrative scheme, dance directions, music references, costume descriptions, and various helps.

— Producing the Festival. Teachers College Record, March, 1916.

A fine model to use for staging pageants or festivals. Gives the organization with chart, staging, decorations, costuming, with list of references. Festival hats discussed in detail.

— The Shakespearean Exhibit. Teachers College Record, March, 1916.
Programs of recitals and open classes discussing the cooperation between music and speech departments, and presenting old English lyrics, songs, Elizabethan music as well as the modern settings of Shakespeare's lyrics and sonnets. Elizabethan furniture and textile designs, color printing for the festival and exhibits of texts of school productions of Shakespeare's plays.

School Productions of Shakespeare's Plays

CLARK, L. A.—Pageantry in America. English Journal, March, 1914.
Gives the history of pageantry in America, its justification, aims and plans of American Pageantry Association.

KOCH, F. H.—Amateur Values in Pageantry. Q. J. Speech Ed., October, 1915.
The work accomplished by the University of North Dakota in the production of "A Pageant of the North West." Program, etc.

LATHAM, A. J.—The Making of a Festival. Teachers College Record, May, 1915.
Describes the production of a New Year's festival. Brings out the distinction between festival and pageant. Programs and various aids furnished.

LANGDON, W. C.—Music in Pageantry. Drama Publishing Co., Chicago, July, 1918.

TAFT, LINWOOD.—The Technique of Pageantry. The Drama, Vol. X, pp. 365-72.
Practical and valuable suggestions for pageant production. Several programs offered.

WARNER, LAMONT A.—Some Fine Arts Problems in Pageant Making. Teachers College Record, May, 1915.
"Thirteenth Century Pageant," never produced because of war. Cuts are given of seals, posters, and designs which were to have been used and which will prove suggestive.

Books on Pageantry

BATES, E. W.—Pageants and Pageantry. Ginn (1912).
Historical sketch of pageantry. Discussion of selection of theme and making of a pageant. Texts and settings for five pageants: Roman, Mediaeval, Colonial, The Heart of the World, Pageant of Letters. Good list of references given.

BARNUM, M. D.—American Festivals for Elementary Schools. New York Drama League.

BEEGLE AND CRAWFORD.—Community Drama and Pageantry. Yale University Press, 1916.
The most detailed treatment of subject in the bibliography. Principles of pageantry and community drama, types, writing of book, production, acting, grouping, color, costumes, setting, dance,

music, and organization discussed. Bibliography on all of the above and also the names and sources of many pageants.

CHENEY, SHELDON.—The Open Air Theatre.

Helpful both to out-of-doors pageant and play producer.

CHUBB, PERCIVAL.—Festivals and Plays. Harper & Bros. (1912).

Educative value of the festival. Methods of development followed by the Ethical Culture School, N. Y. C. Suggestions as to music, art, dancing, costuming, etc. Probably the best bibliography upon all these topics.

DAVIS, CAROLINE HILL.—Pageants in Great Britain and the U. S. A list of references. N. Y. C. Public Library (1916).

DAVOL, R.—Handbook of American Pageantry. Daval Publishing Co., Taunton, Mass.

The psychology and technology of pageantry, practical and suggestive material listed. Excellent.

HATCHER, O. L.—A Book of Shakespeare's Plays and Pageants. Dutton & Co.

Description of Shakespeare's England. Suggestions for a pageant historically correct, amateur plays, some Elizabethan songs with music, dances, costumes and bibliography.

KIMMINS, G. T.—The Guild of Play Book of Dances and Festivals. J. Curwen & Son, London.

This is a series of three books containing music and directions for folk dances which were produced at the Guild of Play in Bermondsey, England. Book II contains directions for two English historical pageants.

MACKAY, PERCEY.—Community Drama. Houghton Mifflin.

MEREDITH, W. V.—Pageantry and Dramatics in Religious Education. The Abingdon Press, New York.

NEEDHAM.—Folk Festivals and How to Give Them. (1912).

SMITH.—Festivals, Games and Amusements, Ancient and Modern.

TAFT, LINWOOD.—The Technique of Pageantry. A. S. Barnes and Co.

The article in The Drama, Vol. X, enlarged in book form.

WITHINGTON, R.—A Manual of Pageantry, University of Indiana Bulletin.

Brief summary of important steps in pageant production.

Theory and Related Material
Books

BARKER, GRANVILLE.—The Exemplary Theatre. Little, Brown & Co.

A plea for the recognition of the theatre as an educational force and an excellent discussion of an educational theatre program of development and production.

BURLEIGH, LOUIS.—The Community Theatre. John V. Sheehan & Co.

Reviews the attempt and achievements arising out of the Little Theatre and Community Theatre Movements in America which are a protest against the commercialization of the dramatic arts. Good chapter on pageantry.

CHAMBERS, R.—Book of Days, Volumes I and II.
Anecdote, biography and history, curiosities of literature and oddities of human life and character. Invaluable source books for school dramatic library.

CHANDLER, FRANK WADLEIGH.—Aspects of Modern Drama. Macmillan.
Plot digests and classification of nearly 300 representative modern plays. Bibliographies.

CHENEY, SHELDON.—The New Movement in the Theatre. Mitchell Kennerley, New York.
Three hundred pages of English and American theatrical growth. The aesthetic drama, drama of sincerity, fundamentals of stage craft, thoughts on theatre architecture, the American producer.

CRAIG, GORDON.—On the Art of the Theatre. Little, Brown & Co.
One of the pioneers in the new movement in the theatre gives his beliefs. Fascinating, if theoretical discussion.

CRAIG, GORDON.—The Theatre Advancing. Little, Brown & Co.
The most recent ideas of this famous scene designer and producer.

D'ARCY.—Americanization Through Drama.

DICKINSON, T. H.—he Case of American Drama. Houghton Mifflin.
Showing the manner by which American dramatic art may arise. Very fine chapter on festivals and pageantry.

FRENCH.—The Art of Scene Painting.

GALLOWAY, T. W.—Dramatic Instincts in Religious Education. Pilgrim Press.

GOLDBERG.—The Drama of Transition. Stewart Kidd.

HAMILTON, CLAYTON.—The Theory of the Theatre.

MACGOWAN, KENNETH AND JONES, ROBERT EDMOND.—Continental Stagecraft. Harcourt, Brace and Co.
The observations of a year spent in Europe studying production there. The latest book on the new stagecraft and advanced technical devices. Thirty-two full page illustrations.

MACKAY, C. D.—The Little Theatre in the U. S. Henry Holt.
A complete survey of the Little Theatre Movement and descriptions and photographs of every Little Theatre in the U. S. in 1917. Good list of plays that have been successful in these. A few illustrated scenes.

MACKAY, C. D.—The Patriotic Drama in Your Town. Henry Holt.
Contains good dramatic material and suggestions for patriotic celebrations for national holidays.

MARBLE, T. L.—How to Appreciate the Drama. Hinds, Noble and Eldredge.
An elementary treatise on dramatic art. Exposition of some of the structural elements of dramatic composition.

MODERWELL, H. K.—The Theatre of Today. J. Lane Co., N. Y.
The finest book of its kind. Profusely illustrated with reproductions of American and Continental settings. Contains directions for simplified stage settings, construction and lighting.

POLTI, GEORGE.—Thirty-six Dramatic Situations. Brentanos.
Shows basis for all play plots. Excellent for a reference in original play writing.

TALCOTT, R. A.—Art of Acting and Public Reading. Bobbs Merrill Co.
General technique of play presentation discussed. Main section of book deals with dramatic interpretation in reading.

Magazines Concerned With Dramatics

THEATRE ARTS.—Illustrated quarterly, 7 East 42nd St., N. Y. C.
Especially fine source for new ideas in stagecraft.

THE DRAMA.—Monthly review, 59 East Van Buren St., Chicago.
Covers general field of current dramatics both amateur and professional. Reviews of new plays. New lists and bibliographies.

POET LORE.—Quarterly. Gorham Press, 194 Boylston St., Boston.
Always includes several new plays by foreign and domestic dramatists. Rather advanced in thought.

THE THEATRE.—Published monthly. 6 East 39th St., N. Y. C.
A general theatrical review. Has a good department of amateur production. Illustrated.

SHADOWLAND.—Published monthly. 175 Duffield St., Brooklyn, N. Y.
Beautifully illustrated review. Many excellent articles on the drama.

Sources and Suggestions for Equipment

Costuming

RENTED COSTUMES.

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67-69 West 46th St., New York City. (Ranks as one of the best.)

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Making Costumes

Metropolitan Museum, N. Y. C., has post card pictures of costumed dolls illustrating trend of women's apparel from Middle Ages to the Twentieth Century.

Most public libraries contain mounted pictures of national costumes beside costume books of various countries, postcards of costumes and sheets cut out of magazines, all of which they lend to schools.

Paints for decorating costumes and setting can be bought at any paint shop, as dry color or alabastine.

Patterns for historic plays can be got from Butterick Pattern Co., New York City.

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Stores and service bureaus in Boston, New York, Philadelphia, Chicago and offices in every large city. Paper useful for scene making, paper costumes. Catalogues describing these can be obtained. Application to neighboring service bureau or office will bring representative to suggest decorating schemes, costumes, etc., free of charge. Exhibit of paper scenery and costumes. 220 Fifth Avenue, New York City.

— Practical Screen Combinations for the Amateur Stage. For information address, Editor, Amateur Stage Dept., THE THEATRE, 6 East 39th St., New York City.

Lighting

RIALTO STAGE LIGHTING CO.
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Complete lighting equipment for Little Theatres.

UNIVERSAL ELECTRIC STAGE LIGHTING CO.—KLIEGEL BROS.
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Equipment rented at about 10% of value plus freight charges. Advice given as to equipment. Also equipment may be purchased. High credit reference required for rental. Catalogue may be obtained.

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OSCAR BERNNER.
107 West 46th St., New York City. (Wigs, etc., supplied).
SPITZ.
24 East 21st St., New York City. (Wool crepe for wigs).

Make-up boxes, spirit gum, wig material, etc., can usually be purchased at any drug store.

Lists of Plays Publishing Concerns

BAKER & CO., 5 Hamilton Place, Boston, Mass.
SAMUEL FRENCH, 28 West 38th St., New York City.
AGENCY FOR UNPUBLISHED PLAYS, 41 Concord Avenue, Cambridge, Mass.
SANGER AND JORDAN, 1428 Broadway, New York City.
DRAMA LEAGUE BOOK STORE, 29 West 47th St., New York City.
BRENTANOS, 27th and Fifth Avenue, New York City.
T. S. DENNISON & CO., Chicago.
AMERICAN PLAY CO., INC., 29 West 47th St., New York City.

In addition to an excellent book store at which members may buy at a 10% discount, the League also maintains a "Little Theatre Service." Membership in this is $10 per year. Reliable information is given members as to selection of plays, supplying directors and designers, suggesting methods and means of production, and advice on the building and reconstruction of theatres. This service also issues a monthly play list giving synopsis of eleven new plays and three especially recommended short plays. Another privilege of this service is a four page monthly periodical, the Little Theatre Supplement, containing brief articles on production. Subscription to the Theatre Arts Magazine is also included in this service.

Lists and Collections of Plays, Bibliographies, etc.

1. One Hundred Representative One Act Plays. The Drama, April 1921.
2. Fifty More One Act Plays for School and College Amateurs. Q. J. Speech Eds., March, 1918. Annotated.
3. Fifty Contemporary One Act Plays. Shay, Stewart Kidd Co., N. Y.
4. Contemporary One Act Plays of 1921. Shay, Stewart Kidd Co., N. Y.
5. Plays for Women. Shay, Stewart Kidd Co., N. Y. Excellent bibliography and list of plays.
6. Representative One Act Plays by Continental Authors. Little, Brown & Company.
7. Books of Short Plays. I, II, III. Shay, Stewart Kidd Co.
8. Plays of the 47 Workshop. Brentanos, N. Y. C.
9. Longer Plays for Modern Authors. H. L. Cohen. Harcourt, Brace & Company.
10. Little Theatre Classics. Little, Brown & Co. (Several volumes).
11. Plays for School and Camp. Katherine Lord. Little, Brown & Co.

12. Plays and Pageants of Democracy. F. Ursula Payne.
13. Dramatic Readings for Schools. Lansing.
14. Plays, Pantomimes and Tableaux for Children. Smith Yard & Company.
15. Holiday Plays for Home, School and Settlement. Olcott.
16. Actable One Act Plays. Chicago Public Library.
17. Atlantic Book of Modern Plays. Leonard. Atlantic Monthly Press.
18. Contemporary One Act Plays with Outline Study of the One Act Play and Bibliography. Scribners.
19. One Act Plays by Modern Authors. Cohen. Harcourt, Brace & Co.
20. Short Plays by Representative Authors. Smith, A. Macmillan Co.
21. Plays for High Schools and Colleges. Iven Bloom Hardin Co., 3806 Cottage Grove, Des Moines, Iowa.
22. Series of Inexpensive Plays Dealing with Better Speech, Better Health, etc., soon to be published by Walter H. Baker Co., New York.
23. Eight Comedies for Little Theatres. Wilde, P. Little, Brown & Co.
24. Five One Act Comedies. Lawrence Langer. Stewart Kidd Co.
25. List of full evening plays suitable for high school use. Arranged by Bureau of Ed. Dramatics. N. Y. Community Service.
26. Two Hundred Plays for Amateurs. List. Stratton, C.
27. Short Plays from Dickens. Chapman and Hall, London (20 dramatized scenes).
28. The Dramatic Festival. Craig. Putnam & Sons, New York (5 plays).
29. High School Farces. Hill, E. F. Stokes, N. Y. (3 one act plays).
30. Boy Scout Entertainments. Lisle, C. Penn Publishing Co., Philadelphia. (Daniel Boone pageant, flag drills, etc.)
31. Children Plays. Skinner, E. L. D. Appleton.
32. The Plays and Books of the Little Theatre. Shay. (Complete bibliography on amateur plays. Now is appendix of Plays for Women.)
33. Dramatized Tales. Brooklyn Public Library. (Select list of novels, short stories, poems, legends, etc., together with their dramatizations.)
34. Plays for Small Stages. Adis, M. Dutton Co. (Photo of settings).
35. Contemporary Drama. Betty, A. B. H. W. Wilson Co., White Plains, N. Y. (Study list with notes and suggestions for discussion.
36. Plays and Pageants of Democracy. Payne, F. U. Harpers, N. Y.
37. Ten One Act Plays. Gerstenberg, A. Brentanos, N. Y.
38. Plays. Glaspell, S. Small Maynard Co.
39. Representative One Act Plays by British and Irish Authors. Clark, B. Little, Brown & Co.
40. The Old Tower Series of Plays for Children. Old Tower Press, Ltd., 431 Dearborn St., Chicago.
41. List of Plays Suitable for High School Production. Teachers College Bulletin No. 1, Series 13.
42. Plays for Amateurs. American Play Co., 33 W. 42nd St., N. Y. (list).
43. Continental Plays for Amateurs. Drummond. Eng. Jour. Mar. '18.

44. Plays for the Times. Drummond. English Journal. September 1919 (War subjects).
45. Patriotic Plays and Pageants for Young People. Mackay, C. D. Henry Holt.
46. Portmanteau Adaptations. Walker, S. Stewart Kidd Co.
47. A Treasury of Plays for Children. Moses, M. J. Henry Holt.
48. Plays for Amateurs. University of N. C. Record Bulletin No. 172. Extension Series No. 26, Jan., 1920. Classified and annotated list.
49. Fifty One Act Plays. Drummond. Q. J. Speech Ed., Oct., 1915.
50. The Religious Drama. Lewis, W. The Drama, Vol. X, pp. 36-41.
51. Plays for Children. Oglebay, K. The Drama League, N. Y. C. Excellent annotated list and bibliography.
52. Carolina Folk Plays. Koch, F. W. Henry Holt. Five one act plays.
53. Festival Plays. Merington, M. Six plays for special days.
54. Plays for Children. Hazeltine, A. American Library Association Publishing Board, Chicago. 1921 annotated list.
55. Play for Amateurs. Drama League of N. Y. Annotated list soon to be ready for sale.
56. Modern Plays. Stewart Kidd.
57. 1001 Plays for the Little Theatre. Shay, F. List of short plays soon to be ready for sale. 4 Christopher St., N. Y. C.

FRATERNITIES

— ANOTHER FRATERNITY ROW.—Journal of Education, 66:567, November 28, 1907.

An account of the relations of a fraternity and the school board of Little Falls, New York.

BIRDSEYE, C. F.—The College Fraternity. Outlook, 83:682, 757-61, July 28, 1906.

A favorable account of the development of Greek letter fraternities in American colleges and universities.

BLANCHARD, A.—Are Fraternities Fraternal? Century, 78:641-42, August, 1909.

A statement recognizing the current interest in the high school fraternity problem.

BROWN, J. WARD.—American Secondary School Fraternities. The Maske Brown Company, New York (1913).

This volume consisting of 203 pages with a supplement of 16 pages compiled in June 1914, written to promote a juster estimate of the secondary school fraternity of explaining as far as possible its origin, intention, and purpose, is based on the idea that since secondary school fraternities are prospering today (1913) in spite of adverse criticism, this prospering proves conclusively that the high school fraternity is at least correct in theory. It includes a brief history.

— Decision of the Supreme Court of Illinois on High School Fraternities. School Review, 31:332-9, May, 1923.

DUTTON, SAMUEL T. AND SNEDDEN, DAVID.—Administration of Public Education in the United States. Page 378-85. Macmillan (1908).

A statement in 1908 showing how the social activities of the high school are and should be regarded. This is an aid to the understanding of the development of fraternities prior to 1908.

FLEMMING, J. D.—The Legal Aspects of High School Fraternities. Colorado School Journal, 23:175-78 (1908).

HANNA, J. C.—High School Fraternities and the Social Life of High School. Chapter XX, pp. 498-517. Scribner (1914).

A reasoned statement justifying fraternities in colleges and their elimination from public high schools.

HARD, W.—Farce, Tragedy and Statesmanship. Everybody's, 21:173-83, August, 1909.

A sane analysis of how and why high school pupils and their parents are so involved in fraternities and what happens. This is a real interpretation of the high school problem, written with a saving sense of humor.

— High School Fraternities. School Review, 31:330-1, May, 1923.

— High School Fraternities and Democracy. Educational Review, 67:157-8, March, 1924.

— High School Fraternities are Doomed. Ohio Teacher, 28:435-36 (1908).

An account of the Provisions of the School Bill passed by the Ohio Legislature.

— High School Fraternities. The Nation, 87:330-31, October 8, 1908.

An editorial presenting "the perversity among children, the blundering of educators, and the incompetence of parents," in regard to high school fraternities. Brief, sane, well written.

— High School Fraternities. Report of Commissioner of Education U. S. Bureau of Education, pp. 156-57 (1912).

A statement showing what had been done during the year by school boards, state legislatures, and the Pan-Hellenic Congress of College Fraternities to prevent high school fraternities.

— High School Fraternities. Religious Education, 7:251-52, June, 1912.

A brief statement of the crusade of twenty-five states against fraternities.

— High School Fraternity Legislation. A Report of Commissioner of Education, U. S. Bureau of Education, p. 918 (1913).

State legislation regarding fraternities in high schools for the year of this report.

— High School Fraternities. The School Review, 21:141-41, February, 1913.

A statement of the college fraternity, Phi Delta Theta's action declaring members of secondary school secret societies ineligible to membership in that society.

HILL, R. C.—Secret Societies in High School. Educational Review, 43:168-92, February, 1912.

A master's thesis written at Colorado College in 1911 giving arguments for and against high school fraternities, methods of dealing with fraternities; legislative enactments and court decisions regarding fraternities and sororities. Includes a bibliography.

HOLLISTER, H. A.—High School Administration, pp. 45-46, Heath (1909).

A statement of the fraternity situation together with a presentation of the desirable, organized social life of the high school in 1909. A statement of argument current in 1909 by a school principal who had had no experience with fraternities.

HOWLAND, H. J.—Fraternities and sororities in high school life. Suburban Life, 18:31-32, January 1914.

Brief arguments against fraternities for increasing the time spent in sitting indoors by young people.

JACKMAN, W. S.—Organization Versus an Aggregation. Elementary School Teacher, 5:576-82, May, 1905.

Seven arguments presented showing that fraternities are fundamentally opposed to the idea of educating citizens in a democratic high school, and that the cure lies in the fundamental life of the school. A thought-provoking presentation.

JOHNSON, F. W.—The Problem of Boyhood. University of Chicago Press (1914).

The Fraternity is one of a series of 22 topics included in an account of the work of the Discussion Club at the Hyde Park Branch of the Y. M. C. A. This Club, composed of high school boys had the author as its leader.

JONES, GRACE.—Evils of Girls' Secret Societies. Ladies Home Journal, 24:26, October, 1907.

Little girls of 13 or 14 learn the meaning of social striving, the ugliness of society competition, the unworthy satisfaction of having made a sorority, the bitterness of being left out, the danger of a loyalty controlled by authority.

KELLER, P. G. W.—Open School Organizations. The School Review.

An argument to show that an open organization can never take the place of a secret one because the aim is different; that where participation in extra-curricular activities is well advised and keen there is less desire for fraternities.

KOHLSATT, P. B.—Secondary School Fraternities not a Factor in Determining Scholarship. The School Review, 13:272-74, March, 1905.

A statement of grades made in Lewis Institute, Chicago, by fraternity and non-fraternity boys.

— Legislation and Judicial Decisions Relating to Circulation. October 1, 1909 to October 1912. Bulletin No. 55, U. S. Bureau of Education, p. 188 (1913).

A case involving a definition of fraternities as used in statute of 1907. Case of Bradford, Board of Education of City and County of San Francisco. Also refers to legislation abolishing fraternities in Michigan.

MARTIN, IDA SHOW.—The Sorority Hand-Book. First edition, 1907; fifth edition 1913. Menasha, Wis.

MASTERS, J. G.—High School Fraternities. School Review, June, 1917.

MELIUS, N.—Are Secret Societies a Danger to Our High Schools? Review of Reviews, 36:338-41, September, 1907.

A review, in popular form, of the arguments and court decisions against fraternities prior to 1907.

MORRISON, G. B.—School Ethics in High School. The School Review, 13:61-70, May, 1905.

This is a paper read at the North Central Association of Colleges and Secondary Schools emphasizing the casual elements in high school fraternities.

MORRISON, G. B.—Secret Fraternities in High Schools. Proceedings, National Education Association, pp. 484-91 (1904).

An address by the Principal of the William McKinley High School, St. Louis, at the meeting of National Education Association. The psychology of why young people organize; the analysis of 185 replies to 200 questionnaires sent to high school principals in the United States regarding fraternities; a procedure recommended for handling high school fraternities.

— Opinions of School Fraternities. Journal of Education, 70:16, July 1, 1909.

An analysis of the opinions of 2298 parents of high school pupils secured by the Board of Education, Denver. Opportunity was provided for answers to nineteen specific questions.

OWEN, W. B.—The Problem of the High School Fraternity. The School Review, 14:492-504, September, 1906.

Consideration of three methods of dealing with fraternities: laissez-faire, indirect substitution, direct repression.

PERKINS, G. O.—Elimination of Fraternities and Sororities in the Tuscon High School. School Review, 31:224-6, March, 1923.

— Public School Fraternities. Report of Commissioner of Education, pp. 113-14 (1909).

A statement of California's, Oregon's and Vermont's having just passed legislation forbidding fraternities in public high schools in the respective states.

RUSSELL, J.—Golden Age. Delineator, 78:224, October, 1911.

A statement in story form showing how the presence of fraternities in school affected the lives of some girls.

SEELEY, L. CLARK.—Influence of Sororities. Ladies Home Journal, 24:12, September, 1907.

President Seeley of Smith College points out that fraternities arose in colleges when there was little or no attempt on the part of college authorities to promote sociability, when there was a

craving for more literary training than the narrow curriculum of the college of these days permitted; when there was more or less antagonism between students and faculty; and when hazing was universal.

SMITH, SPENCER R.—Question Regarding Fraternities in Secondary Schools. The School Review, 12:2-3, January, 1904.

A preliminary report of a committee, appointed by President Harper, 1903, at the Seventeenth Educational Conference of the Academies and High Schools affiliated or cooperating with the University of Chicago, on the form of questionnaire to be sent to the schools of the conference in regard to fraternities and sororities.

SMITH, SPENCER R.—Influence of Fraternities in Secondary Schools. School Review, 13:1-10, January, 1905.

The report of the committees on fraternities and sororities made at eighteenth Educational Conference of the Academies and High Schools affiliated or cooperating with the University of Chicago, November 11, 1904. The committee presents the arguments for and against fraternities as shown by 306 replies to 464 questionnaires sent to these secondary schools. The conference by vote opposed fraternities in high schools.

— State School Systems: Legislation and Judicial Decisions Relating to Public Education, October 1, 1904 to October 1, 1906, compiled by Edward C. Elliott. Bulletin No. 3, U. S. Bureau of Education, pp. 136-41 (1906).

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Legislation in Indiana, Kansas, Minnesota, Ohio, and Court Decisions in Washington, and Chicago.

STEPKERDSON, F. L.—Secret Societies at Colgate Academy. Proceedings, Associated Academic Principals of New York, pp. 91-95 (1908).

An explanation of the work of the four secret societies at Colgate Academy.

— The Washington Decision on the High School Fraternity Question. The School Review, 14:739-45, December, 1906.

A reprint from the Pacific Reporter giving the full statement of the Seattle case.

TRAVELL, I. W.—Secret Societies. Journal of Education, 67:651, June 11, 1908.

A statement of the social organization of the high school wherein the writer considers it necessary to avoid the serious mistakes often characterizing fraternities.

TRAVIS, S. S.—Arguments Against High School Fraternities. Education, 29:517-27, April, 1909, also Proceedings, Associated Academic Principals of New York, pp. 83-91 (1909).

A statement of arguments current in 1909 by a school principal who had had no experience with fraternities.

— University High School. Discussion of Fraternities and Sororities. Elementary School Teacher, 6:47-54, September, 1905.

Arguments for and against high school fraternities and sororities in the University High School, School of Education, University of Chicago, made by committees of parents' associations. Arguments on both sides are clearly and definitely presented.

WHITCOMB, C. T. C.—Report on Organizations among High School Pupils. Sixty-ninth Annual Report, Massachusetts Board of Education, pp. 180-96 (1904).

The report of a committee made at the state meeting on organizations among high school pupils including fraternities. Replies to previous questionnaires on fraternities are reviewed and a statement of conditions in Massachusetts is made.

WETTRICK, S. J.—Courts and the High School Fraternity. World Today. 19:1337-42, December, 1910.

A review of the court decisions prior to 1910 regarding high school fraternities.

WELLS, A. R.—Secret Societies in High Schools. Journal of Education, 73:5-9, January, 1911.

A report on 180 replies received from a questionnaire sent to 250 New England school men.

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ANDERSON, W. N.—A Manual for School Officers. The Century Book Company, New York (1925).

BENJAMIN, C. H.—Student Activities. School and Society, February 12, 1916.

A brief general plan for the limitation and direction for the student activities.

BRIGGS, T. H.—The Junior High School. Houghton Mifflin (1920).

A brief general treatment of the whole subject of pupil participation in the social organization of the school.

CHARTERS, W. W.—The Principal's Main Chance. Journal of Educational Research, 7:114-17, February, 1923.

A brief statement as to what the principals can do in the direction of the extra-curricular life of the school.

COLVIN, S. S.—An Introduction to High School Teaching, 1919, p. 28. Value of social activities in connection with class work.

KERSHAW, W. L. AND CARBACK, C. H.—High School Student Handbook. School Review, 32:587-97, October, 1924.

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COCKRELL, E. T.—Use of the Home Room Period in Junior High School of Cleveland, Ohio. Ohio Educational Monthly, June, 1923.

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COWING, H. H.—Four Year Home Room Plan. School and Society, 15: 621-9, June 10, 1922.

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DAVIS, J. B.—Social Activities in the High School. Religious Education, 8:219-24, June, 1913.

DEWEY, JOHN.—Moral Principles in Education. Houghton Mifflin.

EMERSON, T. C.—The Home Room Period. The Junior High School Clearing House, Sioux City, Iowa, 2:11-15, October, 1923.

Plans for home room organization, administration, and programs of activities.

FACULTY.—Everyday Manners. South Philadelphia High School. Macmillan.

JOHNSON, F. W.—Life Questions of High School Boys. New York Young Men's Christian Association Press (1918).

LYMAN, R. L.—The Blewett Junior High School of Saint Louis. School Review, 28:26-40, 97-111, January and February, 1920.

MCNAUGHT, M.—Training in Courtesy. Government Bulletin No. 54, Department of the Interior. Washington, D. C.

MCVEY, WILLIAM E.—Minimum Essentials in Manners and Right Conduct of the High School Students. Harvey, Illinois.

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This Manual for High School presents a plan and detail suggestions for working out a program of extra-curricular activities for junior and senior high schools including the assembly, for the state of Pennsylvania.

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ROGERS, L. E.—Social Activities of the Horace Mann Elementary School. Teachers College Record, 8:344-9, September, 1907.

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STARRIT, HELEN E.—The Charm of Fine Manners. J. B. Lippincott.

STEVENS, D. H.—Honor Without System. School and Society, pp. 613-16, December, 1921.

VAN DENBURG.—The Junior High School Idea. Henry Holt. A textbook touching briefly on the home room.

WILSON, DR. LUCY W.—South Philadelphia High School for Girls. A description of what is being done in this school with home rooms.

— Handbooks from the following schools.

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Wadleigh High School.
Decatur High School.
Washington Irving High School for Girls.
Green Book, Senn High School, Chicago.
East Tech High School, Cleveland, Ohio.
Central High School, Oklahoma City.
Various other handbooks from all schools that have the home room.

These handbooks give first hand information as to what is being done in the high school with the home room in all these high schools.

PARMENTER, ETHEL M.—The Concentration Study Hall. School Review, 32:53-59, January, 1924.

An excellent plan of the operation and success of a new study hall system in use in the East Technical School, Cleveland, Ohio. This system aims at a self-directed study hall on the part of the students. It is a good example of what the home room may be made into.

PHILIP, H. S.—Report of Committee on Junior High Schools of Denver, Colorado. Elementary School Journal, 23:17-23, September, 1923.

Report is based on a questionnaire sent to different Junior high schools. Explains the advisory system in effect and gives a list of extra-curricular activities with a suggested tentative schedule.

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BLEYER, W. G.—Journalistic Writings in High Schools. English Journal, 2:593-601, December, 1919.

An appeal for a substantial training for the profession of journalism beginning in the high school and extending through the college and the school of journalism.

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An account of what was done in Vassar College. Same thing can be done in high school.

GRANVILLE, R.—The High School Paper as an English Project. English Journal, 12:566-568, October, 1923.

The use that a senior English class made of the school newspaper to stimulate the work in English by taking over the publication of certain issues.

GUILFOIL, KELSEY.—Correlating the School Paper and English Composition. English Journal, 13:269-271, April, 1924.

Common ground in correlating the school paper and English composition is accuracy. This advice gives a program to achieve accuracy in both.

HANNA, O. M.—The Class Newspaper. English Journal, 12:205-207, March, 1923.

A plan or outline for making the school newspaper exist for the sake of the pupils of the school by allowing members of compositions classes to take charge of the school newspaper.

HARRINGTON, J. F.—Teaching Journalism in a Natural Setting. Educational Administration and Supervision, 5:197-206, August, 1919.

An application of the project method in the journalistic workshop in the University of Illinois.

HARVEY, B. E.—Motivating the English Composition. School Review, 24:759-63, December, 1916.

This article explains how an English teacher in a small high school started a paper.

HAYES, HARRIET.—The Case Against the High School Annual. University High School Journal, 2:426-434, University of California.

A study of what is actually being done in this activity and a consideration of the fundamentals requisite for success.

HAYES, HARRIET.—The Problem of the High School Magazine. University High School Journal, 2:151-163. July 1922. University of California.

A summary of returns from a questionnaire sent to one hundred high schools.

HILL, A. C.—School Journalism. School and Society, 3:354. March, 1916.

A discussion at the meeting of the Section of School Journalism, State Teachers Association in Rochester, N. Y., in which is advanced the idea that journalistic activity might be utilized in the schools in giving a definite purpose for writing.

HUFF, B. M.—Journalism, A Socializing Agency. English Journal, 12:136-137, February, 1923.

A brief account of work done in the journalism classes in the Muscogee, Oklahoma, High School. Classes were organized into regular staffs which changed every two weeks.

LANCE, JACK.—High School Journalism. High School Quarterly, 8:82-85, October, 1919.

A brief outline by the high school superintendent of the work that the Greensboro High School is doing in journalism. Believing the plan feasible in other schools, he gives several helpful suggestions for small high schools.

LEE, H. A.—Student Newspaper Work. English Journal, 5:164-171, March, 1916.

An exposition of the chance one teacher had to use the community paper to give young writers the satisfaction of getting into print.

LEWIN, W.—Running a School Paper. English Journal, 11:8-13, January, 1922.

This gives an account of the organization back of a school newspaper.

MILES, D.—Why Is a School Paper? English Journal, 5:486-490, September, 1916.

A story of the origin of a school paper in a high school where hostile sentiment had to be overcome. The scheme of organization and some views on the real work of school papers are briefly discussed.

MILLER, K. H.—Student Activity. Industrial Arts, 5:439-51, August, 1916.

An article on how students are organized and the machinery for putting out the paper at Salina, Kansas. It takes up election of the staff, duties, etc.

MOE, M. W.—Amateur Journalism. English Journal, 4:113-115, February, 1915.

An account of what was done in one high school.

NIXON, O. F.—Student Publications in High Schools. The American School Board Journal, 67:47, 127, December, 1923.

Annuals, newspapers and magazines in high schools accredited by the North Central Association. Information is given as to purposes, nature and type, management, supervision and direction, cost, financing, attitude of the general public.

NIXON, O. F.—The Cost and Financing of Student Publications. School Review, 31:204-12, March, 1923.

A presentation of material gathered from a study of high school publications, annuals, papers and magazines of two hundred and twenty high schools in the North Central Association of Colleges and Secondary Schools. This article deals with the cost and financing of these student publications. Tables appended.

PARKER, W. W.—One Way to Run a College Newspaper. English Journal, 7:256-59, April, 1918.

An explanation of the method of conducting the school paper in a state normal school.

PENNY, E. M.—News Reading in High School Teaches Intelligent Reading of Newspaper. The West High Weekly, West High School. Minneapolis, Minn., December 10, 1920.

A discussion of the value of a high school newspaper course in training pupils to read newspapers intelligently, and to write clearly, with a statement about the organization of the news writing course in West High School.

PENNY, E. M.—Staff Organization. The West High Weekly, December 10, 1920.

An explanation of the actual development and management of The West High Weekly.

PERRY, FRANCES M.—The Supervision of School Publications. English Journal, 8:617-622, December, 1919.

The author suggests that the way to supervision is not through direct and open censorship, but through improvement of classroom instruction in English, and through organization of the staff as a Press Club.

PHILLIPS, E. K.—Practical Problems in Printing. Industrial Arts, 6:449-450, July, 1917.

This article shows correlation of printing with arithmetic and English.

PHILLIPS, E. K.—School Papers. Industrial Arts, 6:268-271, July, 1917.

An article by the State Supervisor of Printing, New Jersey, giving a list of the equipment needed and advice as to the selection of type and paper. The selection of a name for the paper, the organization of the staff, and the arrangement of the parts of the paper are discussed in brief form.

REAVIS, W. C.—Student Publications in High Schools. School Review, 30:514-520, September, 1922.

Answers fully and completely the question: "What shall the high school undertake in the field of journalism?"

RYAN, CLARA M.—Project in High School Journalism. English Journal, 13:129-130, February, 1924.

A detailed article on how to solve the problem of financing both a yearbook and a semi-monthly paper.

SAYCE, V. E.—Printing a Paper in a Small High School. Manual Training, 20:309-312, May, 1919.

A brief account of putting out a school paper that is entirely a school product. Printing by the manual arts department is emphasized.

SLEEZER, M. M.—A Truly Democratic School Paper. English Journal, 10:193, April, 1921.

An account of a paper that was fostered by several English classes. Each class responsible for an issue.

— School Paper Printed in School. Manual Training, 71:641-643, April, 1916.

A report written in 1916 which mentions the value of a print shop as a socializing influence, names seven schools in which printing is done by the students, shows how such work teaches sense of values, and offers a fine chance for correlation with other school subjects, especially English, art and mathematics.

— School Papers. Manual Training, 17:788-789, June, 1916.

This article comments on the fostering of school spirit and the possibility of using a school paper to connect the school with civic and social activities outside the school.

BOOKS ON JOURNALISM

BASTIAN, GEO.—Editing the Day's News. Macmillan (1923).

Contains valuable information on copy reading, headline writing, make-up and general newspaper methods.

BING, P. C.—The Country Weekly. Appleton (1920).

A book devoted to a discussion of the editing and managing of a country weekly. Full of valuable advice for anyone who is interested in any kind of newspaper work.

BLEYER, W. G.—Newspaper Writing and Editing. Houghton Mifflin (1913).

A guide for the beginner in newspaper work. The book contains the principles underlying news writing. The application of those principles to actual work, examples of various types of journalistic writing, and exercises for practice.

BLEYER, W. G.—Types of News Writing. Houghton Mifflin (1916).

A brief analysis of news writing, followed by the study of news stories with specific examples taken from leading newspapers to illustrate the most important types.

BLEYER, W. G.—Writing the Feature Story. Houghton Mifflin (1920).
This is a textbook for journalism containing instruction for writing feature articles and examples of different types.

BLEYER, W. G. (editor).—The Profession of Journalism. Atlantic Monthly Press (1918).
A collection of articles on newspaper editing and publishing taken from the Atlantic Monthly. These articles cover all phases of journalism and are by eminent newspaper men.

BLYTHE, S. G.—Making a Newspaper Man. Henry Altemus Co., Philadelphia (1912).
The author tells his own experience as a newspaper man.

— Bricks Without Straw. Manual Training High School, Kansas City, Missouri, February, 1919.
"The story of a school that grew a print shop and a course in newspaper English."

BRIGGS AND MCKINNEY.—A Second Book of Composition. Chapter III, pp. 199-20. Ginn (1919).
Many excellent exercises, both oral and written, for a high school class in journalism.

BRIGGS, MCKINNEY AND SKEFFINGTON.—Junior High School English. Book I, Problem 21. Ginn (1921).
The content, form and management of a school paper, and the advisability of establishing classes in journalism are discussed. Auditing is also taken up.

CRAWFORD, N. A.—The Ethics of Journalism. A. A. Knopf (1924).
An exhaustive presentation of codes of ethics and standards of conduct in journalism.

CUNLIFFE AND LOMER.—Writing of To-day. The Century Co. (1922).
A collection of various types of journalistic writing from well known papers and writers. It offers samples of description, narration, interviews, and personal, expository, editorial, humorous, conversational, literary, dramatic, musical, and art articles. Each division is prefaced with a brief statement of its guiding principles.

DILLON, CHAS.—Journalism for High Schools. Noble Co. (1918).
A discussion of high school papers, the equipment necessary for the publication of school papers, the kind of staff the paper should have, how to pay for the paper. Many other valuable suggestions are given on headings, advertisements, exchanges, interviews, and cautions for writers.

EWALT, CLARA C.—Getting Out the High School Paper. Publications Department, Board of Education, Cleveland, Ohio.
This is one of a series of bulletins on what Cleveland public schools are doing.

FLINT, L.—Newspaper Writing in High Schools. Department of Journalism Press, University of Kansas (1917).
A suggested course for high school newspaper work with practical suggestions for the publication of the paper.

FLINT, L.—The Editorial. Appleton (1920).

An account of the development of editorial writing, followed by a discussion of what constitutes effective editorials, taking into consideration purpose, form and content. A table of tests is presented for analyzing editorials.

FRETWELL, E. K.—School Publications. Report of the Public Schools of Philadelphia. Vol. IV, pp. 141-144, 158-160 (1922).

A statement of a theory of school publications, an evaluation of what had been done in Philadelphia prior to 1922 and recommendations for what the author considered should be done.

GIVEN, J. L.—Making a Newspaper. Henry Holt (1911).

A detailed study of the making of a city newsaper including the relation of the police to the gathering of news and the actual writing of news stories.

HALL, S. ROLAND.—Writing an Advertisement. Houghton Mifflin (1915).

Answers questions of how to write an advertisement well. Emphasizes importance of good "copy."

HARRINGTON AND FRANKENBERG.—Essentials in Journalism. Ginn (1912).

Contains valuable suggestions in rather technical terms.

HARRINGTON, H. F.—Typical Newspaper Stories. Ginn (1915).

A series of excellent news stories collected in one volume and illustrating the prominent features in news writing, especially human interest.

HARRINGTON, H. F.—Writing for Print. Heath (1922).

A handbook in journalistic composition with suggestions on the organization and conduct of the high school newspaper.

HUFF, B. M.—Laboratory Manual for Journalism. Central High School, Muskogee, Okla. (1921).

A carefully planned course of study for the class in journalism with all the details of printing a school paper outlined in the proper order and in most helpful fashion. Probably the most definite work of the sort yet published; a high school course in journalism planned for three semesters.

HUFF, B. M.—How to Publish a School Newspaper. Mentzer Bush and Company, Chicago, Illinois (1924).

A book which contains information on the organization of a school newspaper staff, the duties of the editors, news writing, feature writing, advertising, business forms, editorial writing, make-up, headline writing, copyreading and proofreading. It contains types of news and feature writing and make-up taken from school newspapers throughout the country.

HYDE, G. M.—A Course in Journalistic Writing. Appleton (1922).

This book is based on the supposition that the average teacher has had little experience in newspaper writing. It is intended to help the teacher in technical problems especially in the managing or advising of student publications.

HYDE, G. M.—Handbook for Newspaper Workers. Appleton (1921).

A style book which treats grammar, punctuation, diction, journalistic structure, typographical style, accuracy, headlines, proofreading, use of different type, cuts, libel and other matter of office practice.

HYDE, G. M.—Newspaper Editing. Appleton (1915).

Methods of editing most helpful to students and newspaper desk men with especial emphasis on copy reading.

HYDE, G. M.—Newspaper Reporting and Correspondents. Appleton (1912).

A manual for newspaper reporters and amateur correspondents telling how to get news and how to write it.

LEE, J. M.—History of Journalism in the United States. Houghton Mifflin (1917).

An account of the history of the American press from 1690 to 1917.

LIPPMAN, WALTER.—Liberty and the News. Harcourt, Brace and Howe Co. (1920).

This is a group of three essays on Journalism and the Higher Law, What Modern Liberty Means, and Liberty and the News. The author believes that freedom and truth can be related to the news.

MILLER, E. L.—Practical English Composition, Book II. Houghton Mifflin (1917).

A discussion of news writing and a presentation of a work-schedule for one hundred days.

OPDYKE, J. B.—News, Ads, and Sales. Macmillan (1914).

A textbook suitable for beginners in high school journalism, which deals with the newspaper field, content and values, including supplementary questions and exercises.

ROSS, CHAS. G.—The Writing of News. Henry Holt (1911).

Practical handbook to guide students of journalism in newspaper work. Especially useful for the beginner.

SPENCER, M. L.—News Writing. Heath (1917).

The gathering, handling, and writing of news stories. This work takes up the work of organizing a business department for the paper. It discusses the question of what news is, essentials of news writing, types of stories, organization of the story, "The lead and the body." Much general information that is valuable.

SHUMAN, E. L.—Practical Journalism. Appleton (1903).

A succinct manual of the correct methods in producing news and advertisements.

SMITH, ADELE M.—Proofreading and Punctuation. Published by author, Philadelphia (1905). Printed by J. C. Winston Co., Philadelphia.

A splendid manual for ready reference on all information necessary for proofreading. Invaluable for students and teachers of journalism.

THORPE, MERLE.—High School Journalism. Studying Newspapers and Utilizing the School Paper. Johnston's Modern High School, Chapter XIX, pp. 484-497. Scribner (1914).

A live discussion of the part the study of the daily newspaper may play in teaching history, geography, and English composition; brief but practical suggestions for the organization of a school paper, selecting the staff, preparing for publication and campaigning for circulation.

THORPE, MERLE.—The Coming Newspaper. Henry Holt (1915).

Distinguished journalists and others contribute essays on the modern press and present-day tendencies in journalism.

WILLIAMS, TALCOTT.—Newspaper Man. Scribner (1922).

One of a series of vocational books. Includes Choice of Calling, Personal Equipment, and Professional Training.

WILLIAMS, TALCOTT.—Chapter on Journalism in Klapper's College Teaching. ....

The studies and methods of teaching in college with emphasis on the growth of newspapers in number and size, the evolution of the profession of journalism, the organization of newspaper associations, the functions of a school of journalism, and the selection and training of men for the work.

WILLIAMS, WALTER AND MARTIN, F. L.—The Practice of Journalism. Missouri Book Company, Columbia, Mo. (1922).

This book takes up in order the journalist's creed, the profession, editorial, newsgathering, newswriting. It also includes a style book for daily use.

YOST, C. S.—Principles of Journalism. Appleton (1924).

Ideals, principles and standards, obligations and responsibilities of any journalistic organization.

The Scholastic Editor. Madison, Wisconsin.

A monthly magazine, the official organ of the Central Inter-Scholastic Press Association.

STUDENT PARTICIPATION IN GOVERNMENT

ABBOTT, W. C.—The Guide of the Students. The Atlantic Monthly, 2:618-25, November, 1921.

ANDERSON, W. N.—A Manual for School Officers. The Century Company, New York (1925).

A good book on all activities of the school; shows the value of self-government in the school.

ARCHER, C. P.—School Government as an Educative Agency. School Review, June, 1923.

A survey of high schools in the state of Iowa having a student council. Shows how student participation in school government is a splendid educative agency for training future American citizens.

BACON, F. L.—The Correlation of Extra-Curricular Activities with the Department of Business Education. The School Review, 30:671-78, November, 1922.

An account of the plan of student finances worked out in the high school of Meriden, Connecticut.

— BALTIMORE SCHOOL SURVEY OF 1924.

Gives concisely what is being done in the Baltimore schools.

BARTIN, J. W.—Possibilities of a Savings in High School Control. School and Society, May 24, 1919.

A discussion of the establishing of a form of student government in a school where authorities had been constantly having trouble with student strikes, walkouts, etc.

BENNETT, H. E.—Constructive Government. School Efficiency, p. 218. Ginn (1917).

The safety of democracy involves the development of people in self-rule, no better place to start this development than in the school.

BENNETT, H. S. AND JONES, B. R.—Leadership in Relation to Intelligence. School Review, 31:125-28, February, 1923.

The results of an investigation carried on in the Rochester Shop School, Rochester, New York, to show that leadership in high school required intelligence and initiative.

BELTING, P. E.—The Extra-Curricular Activities of the High School. Heath (1923).

Gives a classification of more important extra-curricular activities and an especially good chapter on what is being done in Illinois.

BENNISON, MILTON.—Training for Citizenship. National Education Association Proceedings and Addresses, 62:915-16 (1924).

Shows the best way to train for citizenship is through practice in the schools.

BENTLEY, RUFUS C.—Extra-Curricular Activities in High School. National Education Association, Journal of Proceedings and Addresses, pp. 581-86 (1911).

A very strong article telling the place and importance of Student government in the high school.

BOWDEN, A. O.—Student Self-Government. School and Society, July 27, 1918.

This article is based on the theory that cooperation and harmonious social interaction, together with the pupil's ability to adjust himself, can best be developed through some form of self-government of gradual growth and development.

BRADLEY, J. H.—Students Practicing Citizenship in Lindsay High School. Educational Administration and Supervision, February, 1923.

Description of the plan for training in citizenship that they worked out in Lindsay, California.

BRIGGS, T. H.—The Junior High School, Chapter X. Houghton Mifflin (1920).

A brief, general treatment of the whole subject of pupil participation in the social organization of the school.

BRIGGS, T. H.—Extra-Curricular Activities in the Junior High School. Educational Administration and Supervision, Vol. VIII, p. 1, 1922.

Another brief and general description of the social activities in the junior high school.

BROOKS, EUGENE C.—The Student Management. Education and Democracy, pp. 89-107. Rand McNally (1919).

Very good illustration of the spirit of democracy at work in the second stage, namely, student self-government, activities in Lincoln School, widening scope of student activities.

CALDWELL, OTIS W.—Some Factors in Training for Leadership. Fourth Yearbook, National Association of Secondary School Principals, pp. 2-13 (1920).

The necessity of training pupils: (1) to recognize the essentials for leadership, (2) to develop these essentials in themselves, (3) to become good followers.

CARDEN, A. M.—Center of Student Activities. Education, 38:14-7, September, 1917.

Reports the results of a six-year trial of student government with faculty supervision.

CLAPP, HENRY L.—Pupil Self-Government. Education, April, 1918.

Argument for increased opportunities for pupils to form habits of self-help, self-reliance, self-expression, self-education, and self-government by means of participation in activities of the school.

CRONSON, B.—Pupil Self-Government. New York (1907).

CUBBERLEY, E. P.—The Principal and His School. Houghton Mifflin (1923).

DAVIS, C. O.—Training for Citizenship in the North Central Association of Colleges and Secondary Schools. Fourth Yearbook, National Association of Secondary School Principals, pp. 45-64 (1920).

An account of a questionnaire sent to all the accredited schools in North Central Association territory to discover the practice of schools in this territory toward the training for citizenship; a compilation of the 1180 received; twenty-one brief conclusions drawn from these replies.

DEMENT, ALICE L.—Values in Extra-Curricular Organizations in the High School. School Review, 32:40-48, January, 1924.

The basis of evaluation of a questionnaire sent out to 65 high schools with enrollments of between 250 and 750 students.

EVANS, E. E.—Student Self-Government in Teachers Training Institutions. Proceedings, National Education Association, pp. 248-51, 1920.

FOWLER, B. P.—Socialization of the Six-Year High School Through the Organization of the Student Activities. Proceedings of the National Education Association, 672-3, 1921.

FRENCH, WILL.—Extra-Curricular Activities in the Junior High School. Proceedings of the National Educational Association, 61:1001-5, 1923.

FRETWELL, E. K.—A Survey of the Extra-Curricular Activities of Philadelphia High Schools. Book IV, pp. 113-163. Public Education and Child Labor Association of Pennsylvania. Philadelphia, Pennsylvania (1922).

A survey of the extra-curricular activities of the eleven high schools of Philadelphia, published as a part of the Philadelphia survey of 1922.

FRETWELL, E. K.—A Survey of the Extra-Curricular Activities in the Boys' High Schools of Baltimore. Baltimore School Survey, Vol. III, pp. 101-110. Albrecht Company, Maryland (1921).

A good study of just what is being done in the Baltimore schools with student government.

FRETWELL, E. K.—Education for Leadership. Teachers College Record, September, 1919.

A detail report of the development of the organization for directing some curricular and all extra-curricular activities of the Speyer Junior High School of New York City.

FOSTER, C. R.—The Latimer Junior High School. Elementary School Journal, 24:283-89, December, 1923.

Description of the Latimer Junior High School giving a partial list of extra-curricular activities, and account of the student government organization, assembly programs, the newspaper, luncheons, school awards and the guidance program are also discussed.

GLASS, JAMES M.—Socializing the High School Administration. High School Quarterly, 8:247-56, July, 1920.

Organization of a school to serve as the special field for student activities as citizens giving safe rules for guidance.

HARWOOD, H. M.—Extra-Curricular Activities in High School. School Review, April, 1918.

Contains a chart of a student organization used in a school of 200 pupils.

HAYDEN, F. S.—Democracy in High School Government. School Review, March, 1922.

An article setting forth the plan of the welfare council of the Citrus Union High School, Azusa, California.

HORST, H. M.—Student Participation in High School Government. School Review, May, 1922.

This article is based on the theory that student participation leads pupils to feel the need of improvement in the conditions of their environment and gives them an opportunity to develop initiative and leadership in supplying that need.

HOWE, CECIL.—Student Self-Government in the High School of Brownsville, Oregon. Journal of Education, April 15, 1915.

Description of a student self-government organization by a high school student.

JACKSON, N. A.—Pupil Government in Secondary Schools. Education, 42:198-210, December, 1921.

An analysis of a questionnaire sent to 101 principals and superintendents in order to ascertain the attitude toward this form of government. Arguments on both sides are clearly stated.

JOHNSTON, LAURA M.—Pupil Participation in Administering the Junior High School. Elementary School Journal, 22:615-20, April, 1922.

Discusses the growth of pupil initiative, cooperation, and responsibilities in solving problems of school conduct. An experiment conducted in the junior high school of the training department, State Normal School, Oshkosh, Wisconsin.

JONES, H. W.—Student Cooperation in School Government. School and Society, 13:251-57, February 26, 1921.

Student cooperation develops a high sense of responsibility regarding community affairs. This article tells how student cooperation in school government was put into effect in Walla Walla High School, Walla Walla, Washington.

KERR, MINA.—Student Government. Proceedings, National Education Association, pp. 358-61 (1920).

The general argument for and against student government as a productive agency of democracy together with suggestions for guidance of a cooperative school government.

KIERMAN, F.—Great Adventure of Democracy; Preparing for It by Self-Government in the Public Schools. Craftsman, 26:626-30, September, 1914.

A defense of and plea for student self-government.

KING, T.—Social Training Through School Group Activities. American Academy, 67:13-25, September, 1916.

Formulates briefly general principles on which social values depend.

KIRKMAN, IRA H.—A Rural School Experiment in Self-Government. Journal of Rural Education, 2:25-29, September, 1922.

How an unruly school was turned into one of the best schools in the community by introducing self-government.

KITTREL, C. A.—An Important Factor in Teaching Citizenship. The School Review, 29:366-72, May, 1921.

A plan for student participation as worked out in Devil's Lake, North Dakota. The work of the various boards briefly outlined. The Booster Board, which unifies the work of the whole, becomes in reality an honor society.

LEWIS, W. D.—Student Participation in School Organization and Government as a Training in Democracy. Third Yearbook, National Association of Secondary School Principals, pp. 1-9 (1919).

Schools as laboratories of democracy; loyalty to principle and not to persons; high school as a place for learning to live democracy by living in it; avoid beginning with formal organization; spirit of cooperation is emphasized.

LEWIS, GRACE T.—Centralizing Student Activities in the High School. School Review, 31:612-26, October, 1923.

A splendid article on what the Mount Vernon High School, Mount Vernon, New York, did to centralize into one closely associated, readjustable whole, all the existing activities. The results of this centralization have proved that there is a slow but certain grouping toward highest manifestation of student development, student self-control and real self-government.

LUCEY, MICHAEL H.—The Application of Democracy to the Organization and Administration of the High School. Educational Administration and Supervision, 10:205-11, April, 1924.

Describes organization and administration of extra-curricular activities in the Julia Richman High School, New York City.

LYMAN, R. L.—Guidance Program of the Holmes Junior High School, February, 1924.

An account of the personal, remedial, civic and cultural guidance program which has for its basis the student participation as a chief means of learning.

LYMAN, R. L.--The Ben Blewett Junior High School of Saint Louis. The School Review, 28:26-40, 97-111, January and February, 1920.

Organization, clubs, pupil participation in school government, and other plans for securing pupil cooperation are described.

LYMAN, R. L.—Washington Junior High School, Rochester, New York. The School Review, 28:178-208, March, 1920.

LINCOLN SCHOOL.—The Student Council, Lincoln School of Teachers College, 425 West 123rd Street, New York City (1922).

A plan for student and teacher cooperation in government. Concrete material to work on.

MCCLURE, W.—Morals by Rote. The School Review, 27:458-64, June, 1919.

A brief summary of the rise of public interest in pupil self-government.

MCFARLAND, E. W.—Student Self-Government. The Detroit Journal of Education, pp. 20-22, September, 1921.

MILLER, A. R.—Team Work in the Management of a Large High School. Sixth Yearbook, National Association of Secondary School Principals, pp. 20-28 (1922).

Among other things the principal of the William McKinley High School discusses the place of the student council in the administration of a public high school.

MOSER, E. H.—Student Cooperative Government in the High School. Proceedings and Addresses of Thirty-third Annual Session of the North Carolina Teachers Assembly, 99:171-81, 1916.

Describes the working of student cooperative government in a small scale. Tells why it was introduced and how it succeeded.

NEUMAN, HENRY.—Moral Values in Pupil Self-Government. Proceedings, National Education Association, pp. 44-45 (1913).

An article showing how pupil self-government develops the common aim uniting each to his felows and to the adult authorities.

OLIVER, M.—High School Organizations and Their Administration. School Board Journal, 65-58 ff, October, 1922.

An analysis of conditions in the high school of Pasadena, California, where clubs and pupil organizations are developed both for their own worth and to combat fraternities.

PAUL, FRANCIS H. J.—Fifth Yearbook, National Association of Secondary School Principals, pp. 54-60 (1921).

The opportunity for character building and student cooperation in the management of the school is pointed out.

PICKELL, F.G.—Training for Citizenship Through Practice. The School Review, 28:518-28, September, 1920.

With the high school at Lincoln, Nebraska, as a background, the former principal presents a plan for enabling pupils to practice citizenship.

POUND, OLIVIA.—Need of a Constructive, Social Program for the High School. The School Review, 26:153-67, March, 1918.

The adviser of girls in the high school of Lincoln, Nebraska, gives (1) a criterion for the evaluation of student organizations: (2) the experience of the Lincoln teachers in dealing with student organizations; (3) the returns from a questionnaire sent to various schools asking information in regard to purposes, supervision, and proportion of the student body participating in societies, etc.

POUND, OLIVIA.—Social Reconstruction in the High Schools. School and Society, 14:509-13, December 3, 1921.

A report from the high school, Lincoln, Nebraska, telling how the school became a democracy for citizenship, training the children in the actual experiences of life. The socialized recitation, student council, and club activities are discussed.

RADCLIFFE, P. R.—Pupil Self-Government. Education, 37:456-58, March, 1917.

A letter from Mr. Radcliffe to the editor of Education explaining his theory of self-government and giving a description of the phases worked in his high school at Flemington, New Jersey.

RICHARDSON, B. C.—Faculty Organization in the Theodore Roosevelt High School. The School Review, 28:628-87, November, 1920.

The Principal of the Theodore Roosevelt High School, Alton, Illinois, gives a graphic representation of the high school organizations, including the place of the student council.

ROBBIB, CHARLES L.—The School as a Social Institution. Allyn and Bacon, 1918, pp. 215-217, and Chapters II and III.

The value of student self-government as seen in the school republic, or school city.

RUGG, EARL.—Applied Citizenship. School and Society, 19:90-94, January 26, 1924.

Article on visits to various students, discovering their disciplinary and citizenship value.

RYAN, H. H.—The Government of the School. Seventh Yearbook, National Association of Secondary School Principals, pp. 44-48 (1923).

Suggestions as to a criteria for successful school government and then attemps to show advantages of student participation.

SIMPSON, JAMES.—Student Government in England. The School Review, 30:164-66, March, 1922.

Extract from an article originally apearing in the London Times. Criticizes the general contemporary tendency toward student self-government. Points out its dangers and inconsistencies.

SMITH, R. R.—Three Experiments in Pupil Self-Government. Education 37:230-34, December, 1916.

The results of student council organizations in schools of small size including both elementary and high schools. Some of the elements necessary for a successful organization and some of the causes for failure are given.

SMITH, R. R.—Democratizing a High School of Eighteen Hundred. Education, 38:374-79, January, 1918.

An article showing how a large high school may get good results from pupil self-government, and giving details of establishing a democratic student control. Brief explanation of a home room system.

STAHL, F. W.—An Experiment in Pupil Self-Government. The School Review, 29:530-33, September, 1921.

The pupils of Bowen High School, Chicago, were given certain library privileges. Many pupils abused these privileges. The plan was unpopular with the pupils, and the privileged were revoked at the end of the first semester.

STEVENS, ROMIETT.—A Survey of Extra-Curricular Activities of the Two Girls' High Schools of Baltimore. Baltimore School Survey, Vol. III, pp. 90-100. Albrecht Company, Baltimore (1921).

The theory of these activities, evaluation of practices in the two high schools for girls in Baltimore together with recommendations.

WARD, R. W.—Development and Control of Extra-Curricular Activities Among Girls. Eighth Yearbook, National Association of Secondary School Principals, pp. 62-67 (1924).

WELLING, RICHARD.—Self-Government in Secondary Schools. Proceedings, National Education Association, pp. 109-13 (1915).

Explains how pupil cooperation in the government of the school trains the young for citizenship in a democracy.

WILDS, ELMER HARRISON.—Supervision of Extra-Curricular Activities. The School Review, 25:659-73, November, 1917.

Gives plans of different high schools and tabular view of experiments in administration of extra-curricular activities; also submits a plan in diagram for proper organization and administration of these activities.

WOODWARD, MABEL C.—Student Government at Western High School. Detroit Journal of Education, 3:230-31, January, 1923.

A thorough explanation of the workings of the student government in the Western High School, Detroit, Michigan.

WINNER, H. E.—Place and Value of the Extra-Curricular Activities in the High School. Proceedings of National Education Association, pp. 1021-23, 1923.

An article on the whole program of extra-curricular activities including the student government and student council.

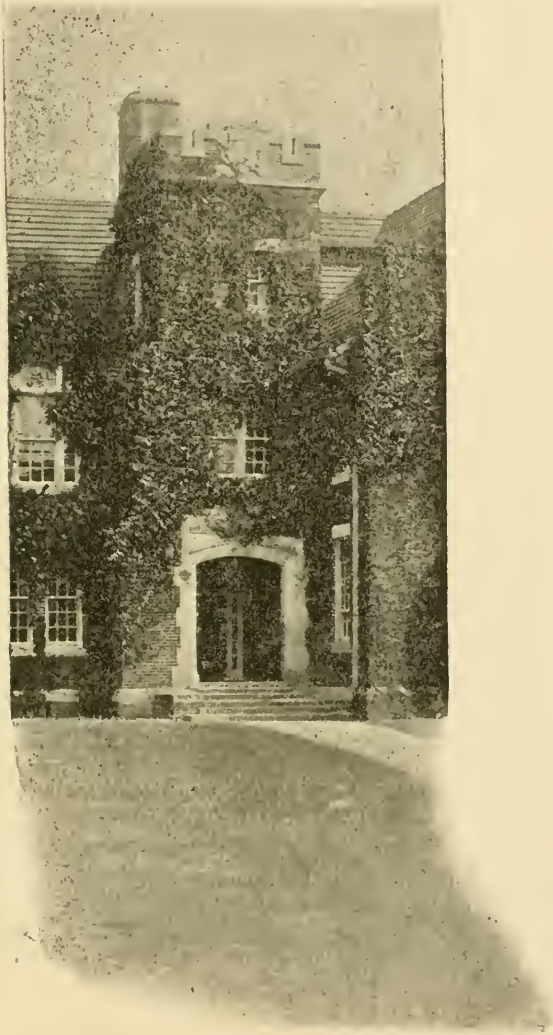
WOLLINER, E. P.—Citizenship Classes to Bring About Participation. Proceedings, National Education Association, 61:676-80 (1923).

How the student participation in government brings about education for citizenship.

UNIVERSITY OF FLORIDA

College of Law

GAINESVILLE



SEVENTEENTH

ANNUAL ANNOUNCEMENT

1925-26

UNIVERSITY CALENDAR

1925-1926

1925—	June 16, *Tuesday*	Summer School begins.
	August 7, *Friday, 8 p. m.*	Summer School Commencement.
	August 10, *Monday*	Farmers' and Fruit Growers' Week begins.
	September 14, *Monday*	Summer Recess ends. Examinations for Admission. Registration of Students. First Semester begins.
	September 21, *Monday*	School for Demonstration and County Agents begins.
	October 3, *Saturday, 2:00 p. m.*	Re-examinations.
	2:00 p. m.	Meeting of General Faculty.
	November 11, *Wednesday*	Armistice Day.
	November 26, *Thursday*	Thanksgiving Day.
	December 18, *Friday, 12:00 noon*	Christmas Recess begins.
1926—	January 4, *Monday*	Christmas Recess ends.
	January 5, *Tuesday 8:00 a. m.*	Resumption of Classes.
	January 30, *Saturday*	First Semester ends.
	February 1, *Monday, 8:00 a. m.*	Second Semester begins.
	February 13, *Saturday, 2:00 p. m.*	Meeting of General Faculty.
	March 6, *Saturday, 2:00 p. m.*	Re-examinations.
	June 5, *Saturday, 2:00 p. m.*	Meeting of General Faculty.
	June 6 to 8	Commencement exercises.
	June 6, *Sunday, 11:00 a. m.*	Baccalaureate Sermon.
	June 7, *Monday*	Annual Alumni Meeting. Class-Day Exercises. Oratorical Contests.
	June 8, *Tuesday, 10:00 a. m.*	Graduating Day. Summer Recess begins. Boys' Club Week begins.
	June 15, *Tuesday*	Summer School begins.
	September 13, *Monday*	Summer Recess ends.

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Three classes of men should read law—the lawyer for his profession, the business man for business reasons, and every man for increased efficiency and his own protection.—*Blackstone.*

HISTORY

Largely thru the influence of Hon. Nathan P. Bryan, then a member of the Board of Control, the College of Law was established in 1909. From this time until 1917 the course comprised the work of two years. With the session of 1917-18 the present three-year course was inaugurated.

At first the College was quartered in Thomas Hall, one of the dormitories. At the opening of the session of 1913-14 more spacious rooms were provided in Language Hall. During the following summer and fall the present structure was erected and on Thanksgiving Day, 1914, the College, with fitting ceremonies, took possession of its own home, one of the finest law school buildings in the South.

PURPOSE

It is the purpose of the College to impart a thoro, scientific, and practical knowledge of the law, and thus to equip its students to take advantage of the splendid opportunities the present readjustments in business and social life are creating. It aims to develop keen, efficient lawyers, conversant with the ideals and traditions of the profession. Its policy is characterized by the emphasis of practice as well as theory; pleading as well as historical perspective; skill in brief making as well as legal information.

EQUIPMENT

BUILDING.—This splendid structure is one hundred seventy-two feet long, seventy feet wide, and two and one-half stories high. It contains a large, well-lighted library, furnished with bookstacks, library tables, librarian's office, and consulation rooms for students and faculty. It has three commodious lecture-rooms, together with the offices of administration, and the offices of the several resident professors. It contains, also, a handsomely paneled courtroom and auditorium. The courtroom has all the usual accessories, jury box, witness stand, judge's office, and jury room, and is connected with the library below by a circular stairway. Every interest of the College has been provided for, including attractive quarters for the Marshall Debating Society. The building is steam-heated, lighted by electricity, and equipped thruout with a superior grade of furniture. It is devoted exclusively to the

uses of the College of Law and furnishes accommodations as comfortable and as convenient as can be found in the country.

LIBRARY. —The Law Library contains all the published reports of the courts of last resort of every State in the Union and of the Federal Courts, the full English Reprints, the English Law Reports, the reports of the Interstate Commerce Commission and the Land Decisions of the Department of the Interior besides an excellent collection of digests, encyclopedias, series of selected cases, treatises and text books, both English and American. The Library also contains the Statutes of several of the States besides those of the Federal Government, and is a subscriber to the leading legal periodicals. A course of instruction is given in legal bibliography and the use of law books. Every facility also is offered law students to make use of the General Library, in which are included works of interest and information to the lawyer. Both libraries are open during the academic year on every secular day between the hours of 8:00 A. M. and 10:00 P. M. and are in charge of trained librarians, who will render such aid as the students may need in their use of the books.

GYMNASIUM.—A brick and stone structure of two stories and basement, one hundred and six feet long and fifty-three wide. It is steam-heated, supplied with hot water, and well-lighted and ventilated. A gallery around the main floor provides space for spectators at gymnastic exhibitions. The basement contains lockers, shower baths and toilets. Adjacent is a swimming-pool, thirty-six feet long and twenty-four feet wide, and from four and one half to seven feet deep. Organized classes are conducted by the Professor of Physical Culture.

FLEMING FIELD. —A large and well-kept athletic field equipped for the various outdoor games and sports which in this climate are carried on the year round. In 1919 this field was used by the New York Giants for their spring training and in 1921 by the Philadelphia Nationals.

ADMISSION

REQUIREMENTS FOR ADMISSION.—Those entering as candidates for degrees must be eighteen years of age and must present, in addition to sixteen high school units, two years of college work of not less than sixty semester hours.

Students will be conditionally admitted with a deficiency of

not over three semester hours of college work. No deficiency in high school units will be allowed.

A high school unit represents a course of study pursued thruout the school year with five recitation periods of at least forty-five minutes per week, four courses being taken during each of the four years. Fifteen units as defined by the Carnegie Foundation or the National Educational Association will be accepted.

Seven and a half of the high school units are prescribed, viz.: English 3; Mathematics 2; History 1; Science 1. The remaining units may be chosen from the following electives: Botany ½ or 1; Chemistry 1; English 1; Latin 4; History 2; Mathematics 1; Modern Languages (French, German, or Spanish) 2; Physical Geography 1; Physics 1; Zoology ½ or 1; vocational subjects (Typewriting, Stenography, Mechanic Arts, Agriculture, etc.) 4.

The University will accept certificates only from standard Florida high schools, grouped by the State Department of Public Instruction under Classes A and B. Certificates will also be accepted from Florida High Schools that are members of the Southern Association of Secondary Schools, and from any secondary school elsewhere which is accredited by its State university.

The certificate must be officially signed by the principal of the school attended, and *must be presented to the Committee on admission on or before the date on which the candidate wishes to be matriculated.* It must state in detail the work of preparation and, in the case of Florida high schools, that the course *thru the twelfth grade* has been satisfactorily completed.

Blank certificates, conveniently arranged for the desired data, will be sent to all high-school principals and, upon application, to prospective students.

No specific course of studies is prescribed for the college work required for admission; but, in general, students are advised to pursue the course offered by the College of Arts and Sciences. Thereby it will be easier for them to complete the combined academic and law course should they so desire.

WOMEN STUDENTS.—By an Act of the Legislature of 1925, women who are twenty-one years of age, who have credit in sixty semester hours of academic College work, and who

otherwise fully meet the entrance requirements of the College may enter as candidates for degrees. But women are not eligible for admission as special students.

SPECIAL STUDENTS.—Persons over twenty-one years of age who are not able to qualify as regular students may be admitted as special students upon presenting satisfactory evidence that they have received such training as will enable them to make profitable use of the opportunities offered by the College. The admission of such students, however, is not encouraged, and the number of such students admitted each year shall not exceed ten per cent of the average number of students first entering the College during each of the two preceding years.

Those wishing to enter as special students should apply to the Dean of the College for admission, stating age, educational preparation and experience. Those best qualified to study law, up to the allowed quota, will be selected about the first of September, preference being given to residents of the state, and applicants will be notified of the action taken.

ADVANCED STANDING.—No work in law done in other institutions will be accepted towards a degree, unless the applicant passes satisfactorily the examinations held in the subjects in question in this College, or unless credit is given without examination. Credit for work not meeting the requirements of the Association of American Law Schools, of which this College is a member, will not be excepted. Where a school is known to have made relaxing departures from its published entrance requirements or course of study, the acceptance of credit from such institution will not be considered. In no case will credit be given for work not done in residence at an approved law school.

EXPENSES

The yearly expenses of a law student, who is a legal resident, exclusive of incidentals, may be summarized as follows:

Tuition	$40.00
Registration Fee & Contingent Fee	7.50
Student Activity Fee	22.75
Infirmary Fee	5.00
Board and Lodging (in advance)	175.00
Books (about)	50.00
	$303.50

An additional fee of two dollars ($2.00) is required of students who enter after the day scheduled for registration.

Registration is not complete until all University bills are paid. Those who fail to meet this obligation are not regarded as members of the University. Fees must be paid within five days after entrance to classes; otherwise an additional fee of $2.00 will be required.

Each student should file his registration card with the Registrar not later than two weeks after the date of his enrollment. Failure to do this will cause his name to be dropped from the student roll.

Students who are assigned to student service will be required to pay their fees at the beginning of the semester in cash; and at the end of the semester, or at such time as the service to which they are assigned is completed, the University will pay them in cash for the work done. The Auditor is not permitted to extend credit on fees. No exception will be made to this rule by the Board of Control.

No refund of any fees will be made after ten days from date of registration. Positively no exception to this rule will be permitted.

Tuition is payable in advance, $20.00 each semester. Students taking less than eleven hours of work are charged a proportionate part of the full tuition.

Non-resident students will pay an additional tuition fee of $100.00 for the year, *$50.00 per semester in advance.

A diploma fee of five dollars ($5.00), payable on or before April 1st of the year of graduation, is charged all candidates for degrees.

Students are urged to provide themselves with the Statutes of their state and a law dictionary. These books will form a nucleus for the student's future library, and by the purchase of second-hand books the cost may be materially reduced.

The charge for board, lodging and janitor service if paid monthly in advance is as follows:

First Semester		Second Semester	
Sept. 14 to Oct. 13	$22.50	Feb. 1 to Feb. 28	$22.50
Oct. 14 to Nov. 13	22.50	Mar. 1 to Mar. 31	22.50
Nov. 14 to Dec. 20	26.50	Apr. 1 to Apr. 30	22.50
Jan. 4 to Jan. 31	21.00	May 1 to June 8	27.50

*A legal resident is one whose parent or guardian is a registered qualified voter in the state of Florida. A student over 21 years of age becomes a legal resident when he is a qualified, registered voter in this state.

Board without lodging will be furnished at the rate of $20.00 per calendar month, payable in advance. No part of this sum will be refunded.

For more detailed statements reference is made to the University catalog, pp. 36-39.

Board and lodging in private homes may be secured at the rate of thirty-five to forty dollars ($35.-$40.00) per month.

As the dormitories are inadequate, students wishing to stay in them are urged to reserve their rooms at the earliest possible date. Application should be made to Miss Ethel L. Cowan, Registrar. A deposit of $10.00, which will be credited on fees, must accompany the application; but this deposit will not be returned in case the student does not report for matriculation during the year.

UNIVERSITY PRIVILEGES

ELECTIVES IN OTHER COLLEGES.—The advantages of the other colleges of the University are open to such students in the College of Law as desire and are able to accept them. Courses in History, Economics, Sociology, Psychology, Logic and English are particularly recommended. No extra charge is made for such courses, but they can be taken only with the consent of the Law Faculty and of the professors concerned.

MILITARY SCIENCE AND TACTICS.—The University has an Infantry Unit, Senior Division of the Reserve Officers' Training Corps, to membership in which law students are eligible. They are not required, however, to join this organization or to take any other military drill.

PUBLIC SPEAKING AND DEBATING

INSTRUCTION. —Regular classes in oratory and public speaking are organized and conducted by the professor of public speaking. A small tuition is charged.

MARSHALL DEBATING SOCIETY.—Early in the first year of the College the students organized a society that would secure to its members practice in debating and public speaking and experience in arguing legal questions, as well as drill in parliamentary law. The society was fittingly named "The Marshall Debating Society," in honor of the distinguished Southern jurist, John Marshall.

PRIZES

Thru the generosity of the American Law Book Company a Corpus Juris-Cyc prize is offered, under certain conditions, for the best work in legal research. Excellency in this work also will be considered in computing the grade of students taking Brief Making.

DEGREES

BACHELOR OF LAWS.—The degree of Bachelor of laws (LL.B.) is conferred upon those students who satisfactorily complete ninety semester hours in the course of study. Students admitted to advance standing may receive the degree after one year's residence, but in no case will the degree be granted unless the candidate is in actual residence during all of the third year.

JURIS DOCTOR.—Students who have complied with all the requirements for the degree of Bachelor of Laws (LL.B.), who have maintained an average standing in their law studies of 10% above the passing mark, and who have obtained the degree of A.B., or an equivalent degree, from an approved College or University, or who secure such degree the same year they complete their law course, will be awarded the degree of Juris Doctor (J.D.).

COMBINED ACADEMIC AND LAW COURSE.—By pursuing an approved course of collegiate and law studies a student may earn both the academic and the legal degree in six years. Candidates for either the A.B. or the B.S. degree may elect twelve hours of work from the first year of the course of the College of Law and count the same as credits toward the aforesaid degrees. Such degrees will not be conferred, however, until after the completion of the second year of the law work.

MASTER OF ARTS.—Candidates for the degree of Master of Arts are permitted to take a portion of their work under the Faculty of Law.

ADMISSION TO THE BAR

Upon presenting their diplomas, duly issued by the proper authorities, and upon furnishing satisfactory evidence that they are twenty-one years of age and of good moral character, the graduates of the College are licensed, without examination, to practice in the Courts of Florida. They also are admitted

without examination to the United States District Court for the Northern District of Florida.

EXAMINATIONS

The last week of each semester is devoted to examinations covering the work of the semester. These examinations are in writing and are rigid and searching, but are not necessarily final.

A delinquent examination is allowed for the removal of conditions, except in subjects where the semester grade falls below 60. All students, unless excused by the Dean, must present themselves for the regular examination in all the subjects for which they are registered.

A student failing in more than fifty per cent of his class hours for two consecutive months, will be dropped for the remainder of the College year. Students so dropped will be entitled to honorable dismissal, unless their failure is clearly due to negligence. Upon petition, such a student may, at the discretion of the President of the University and the Dean of the College, be reinstated upon such terms as to them may seem best.

LECTURES

In addition to the courses given by the regular Faculty, lectures are given by eminent specialists in the profession, both at the bar and on the bench. The Justices of the Supreme Court of the State especially have been generous in giving of their time and services in this way.

PLEADING AND PRACTICE

COURSES. —Differing from some other law schools, this College is convinced that an intensive knowledge of pleading and practice should be secured by the student, since legal rights cannot be well understood without a mastery of the rules of pleading whereby they are enforced. As Lord Coke declared: "Good pleading is the touchstone of the true sense and knowledge of the common law." The development of right has depended upon the development of actions; the rule of law was the rule of writs and in large measure remains so today. Consequently the College offers thoro courses in Criminal Pleading and Procedure, Common Law Pleading, Equity Pleading, Code Pleading, Florida Civil Practice, General

Practice, and Federal Procedure. Thus the student on graduation is enabled to enter understandingly upon the practice of law; and to this fact the College attributes much of the rapid advancement of its Alumni.

As young men from all parts of the country in increasing numbers are attending the University, combining the advantages of travel, new associations, and salubrious climate with those of the superior educational facilities here afforded, the College has arranged to serve those who intend to practice elsewhere as efficiently as those who expect to locate in this State. Students preparing for the practice in other states are offered Code Pleading and General Practice instead of Florida Constitutional Law and Florida Civil Practice, as shown in the course of study. Such students also are required to submit an acceptable dissertation showing the peculiarities of pleading and practice of the State in which they expect to locate.

THE PRACTICE COURT.—Believing the students obtain in the Practice Court a better practical knowledge of pleading and practice than can be acquired in any other way, aside from the trial of actual cases, the Faculty lay special emphasis upon this work. Sessions of the Practice Court are held throughout the year in an admirably equipped courtroom. A clerk and a sheriff are appointed from the Senior class, and regular records of the court are kept. Each student is required to participate in the trial of at least one common law, one equity, and one criminal case, and is instructed in appellate procedure. The Practice Court is conducted by Professors Cockrell and Crandall.

CURRICULUM*

FIRST YEAR

FIRST SEMESTER

TORTS.—History and definitions; elements of torts; conflicting rights; mental anguish; parties to tort actions; remedies; damages; conflict of laws; methods of discharge; comprehensive study of particular torts: false imprisonment, malicious prosecution, abuse of process, conspiracy, slander and libel, trespass, conversion, deceit, nuisance, negligence, and

*The texts announced are subject to change but assurance is given that few changes will be made.

others. Textbooks: Burdick on Torts and Burdick's Cases on Torts, 3rd edition. (*5 hours. Professor Trusler.*)

CONTRACTS I.—Formation of contract; offer and acceptance; form and consideration; reality of consent; legality of object; operation of contract; limits of the contract obligation; assignment of contract; joint obligations; interpretation of contract. Textbooks: Corbin's Anson on Contracts; Huffcut and Woodruff's Cases on Contract. (*4 hours. Professor Thompson.*)

CRIMINAL LAW.—Sources of criminal law; nature and elements of crime; criminal intent; insanity; intoxication; duress; mistake of fact or law; justification; parties in crime; offenses against the person, habitation, property, public health and morals, public justice and authority, government, and the law of nations. Textbook: Clark on Criminal Law, 3rd edition; selected cases. (*2 hours. Professor Cockrell.*)

CRIMINAL PROCEDURE.—Jurisdiction; arrest; preliminary examination and bail; grand jury, indictment and information and their sufficiency in form and substance; arraignment, pleas, and motions; nolle prosequi and motions to quash; jeopardy; presence of defendant at the trial; verdict; new trial; arrest of judgment; judgment, sentence, and execution. Textbook: Clark's Criminal Procedure, 2nd edition; selected cases. (*2 hours. Professor Cockrell.*)

PROPERTY I.—Personal property; possession and rights based thereon; acquisition of title; liens and pledges; conversion. Textbook: Warren's Cases on Property. (*2 hours. Professor Crandall.*)

SECOND SEMESTER

EQUITY JURISPRUDENCE.—History and definition; jurisdiction; maxims; accident, mistake, fraud; penalties and forfeitures; priorities and notice; bona fide purchasers; estoppel; election; satisfaction and performance; conversion; equitable estates, interest, primary rights; trusts; powers, duties, and liabilities of trustees; mortgages; equitable liens; assignments; specific performance; injunction; reformation; cancellation; cloud on titles; ancillary remedies. Textbook: Eaton on Equity, 2nd edition; selected cases. (*5 hours. Professor Trusler.*)

CONTRACTS II AND QUASI CONTRACTS.—Rules relating to evidence and construction; discharge of contract. Origin and nature of quasi contract; benefits conferred in misreliance on rights or duty, from mistake of law, and on invalid, unenforceable, illegal, or impossible contract; benefits conferred thru dutiful intervention in another's affairs; benefits conferred under constraint; action for restitution as alternative remedy for breach of contract and for tort. Textbooks: Corbin's Anson on Contracts; Woodruff's Cases on Quasi Contracts. (*3 hours. Professor Thompson.*)

MARRIAGE AND DIVORCE.—Marriage in general; nature of the relation; capacity of parties; annulment; divorce; suit, jurisdiction, grounds; defenses; alimony; effect on property rights; custody and support of children; agreements of separation. Textbook: Vernier's Cases on Marriage and Divorce. (*1 hour. Professor Cockrell.*)

COMMON LAW PLEADING.—History and development of the personal actions at common law; theory of pleading and its peculiar features as developed by the jury trial; demurrers, general and special; pleas in discharge, in excuse, and by way of traverse; replication de injuria; duplicity; departure; new assignment; motions based on pleadings; general rules of pleadings. Textbook: Keigwin's Cases in Common Law Pleading. (*3 hours. Professor Crandall.*)

SALES.—Sale and contract to sell; statute of frauds; illegality; conditions and warranties; delivery; acceptance and receipt; vendor's lien; stoppage in transitu; bills of lading; remedies of seller and buyer. Textbook: Waite's Law of Sales; selected cases. (*1 hour. Professor Slagle.*)

PROPERTY II.—Introduction to the law of conveyancing; rights incident to the ownership of land, and estates therein, including the land itself, air, water, fixtures, emblements, waste; profits; easements; licenses; covenants running with the land. Textbook: Warren's Cases on Property. (*2 hours. Professor Crandall.*)

SECOND YEAR

FIRST SEMESTER

UNITED STATES CONSTITUTIONAL LAW.—General principals; distribution of governmental powers; congress; the chief executive; the judiciary; police powers; eminent domain; checks and balances; guarantee of republican government;

civil rights; political privileges; guarantee in criminal cases; impariment of contractual obligations. Textbook: Hall's Cases on Constitutional Law. (*4 hours. Professor Slagle.*)

AGENCY. —Nature of the relation; purposes and manner of creation; who may be principal or agent; ratification; delegation of authority; general and special agents; rights and duties of agents; termination, nature, extent, construction, and execution of authority of agents; rights, duties, and liabilities of agents; principal and third persons inter se; particular classes of agents. Textbook: Mechem's Outlines of Agency. and Mechem's Cases on Agency. (*2 hours. Professor Thompson.*)

EQUITY PLEADING.—Nature and object of pleading in equity; parties to a suit in equity; proceedings in a suit in equity; bills in equity; disclaimer; demurrers and pleas; answer and replication; preparation of bills, demurrers, pleas, answers. Textbooks: Keigwin's Cases in Equity Pleading; Rules of the Circuit Court in Chancery in Florida; Rules of the Federal Court; Statutes of Florida. (*3 hours. Professor Cockrell.*)

BRIEF MAKING AND THE USE OF LAW BOOKS.—Where to find the law; how to use statutes and decisions; how to find the law; the trial brief; the brief on appeal and its preparation. Textbook: Cooley's Brief Making and the Use of Law Books. (*1 hour. Professor Crandall.*)

PROPERTY III.—Titles and conveyancing, including acquisition of titles by possession, modes of conveyance at common law, under the statate of uses, and by statutory grant; the execution of deeds; estates created; covenants for titles; estoppel by deed; priorities among titles. Textbook: Warren's Cases on Conveyances. (*3 hours. Professor Crandall.*)

FLORIDA CONSTITUTIONAL LAW.*—Declaration of rights; departments of government; suffrage and eligibility; census and apportionment; counties and cities; taxation and finance; homestead and exemption; married women's property; education; public institutions; miscellaneous provisions. Textbooks: Constitution, statutes, and judicial decisions of Florida. (*2 hours. Professor Trusler.*)

CODE PLEADING.**—Changes introduced by the codes; forms of action; necessary allegations; the complaint; prayer

*For students intending to practice in Florida.
**For students not intending to practice in Florida.

for relief; answers, including general and special denials; new matter; equitable defenses; counter claims; pleading several defenses; replies and demurrers. Textbook: Sunderland's Cases on Code Pleading. (*2 hours. Professor Thompson.*)

SECOND SEMESTER

EVIDENCE. —Judicial notice; kinds of evidence; burden of proof; presumptions of law and fact; judge and jury; best evidence rule; hearsay rule and its exceptions; admissions; confessions; exclusions based on public policy and privilege; corroboration; parol evidence rule; witnesses; attendance in court; examination, cross examination, privilege; public documents; records and judicial writings; private writings. Textbook: Greenleaf on Evidence, 16th edition, vol. 1; selected cases. (*4 hours. Professor Cockrell.*)

PRIVATE CORPORATIONS.—Nature; creation and citizenship; defective organization; promoters; powers and liabilities; corporations and the State; dissolution; membership; management; creditors; foreign corporations; practice in forming corporations, preparing by-laws, electing officers, and in conducting corporate business. Textbooks: Clark on Private Corporations, and Wormser's Cases on Corporations. (*4 hours. Professor Slagle.*)

LEGAL ETHICS. —Admission of attorneys to practice; taxation; privileges and exemptions; authority; liability to clients and to third parties; compensation; liens; suspension and disbarment; duties to clients, courts, professional brethren, and to society. Textbooks: Attorneys at Law in Ruling Case Law and the Code of Ethics adopted by the American Bar Association. (*1 hour. Professor Trusler.*)

PROPERTY IV.—History of the law of wills and testaments; testamentary capacity and intent; kind of wills and testaments; execution, revocation, republication, revival of wills; descent; probate of wills and the administration of estates. Textbook: Warren's Cases on Wills. (*3 hours. Professor Crandall.*)

FLORIDA CIVIL PRACTICE.*—Organization of courts; parties; joinder and consolidation of actions; issuance, service, and return of process; appearance; trial; verdict; proceedings after verdict; appellate proceedings; peculiar characteristics of

*For students intending to practice in Florida.

the common law actions; special proceedings including certiorari, mandamus, prohibition, quo warranto, habeas corpus, attachment, garnishment, statutory liens, forcible entry and detainer, landlord and tenant. Textbook: Crandall's Florida Civil Practice. (*3 hours. Professor Cockrell.*)

GENERAL CIVIL PROCEDURE.*—The court; parties; forms of action; the trial; selection of jury and procedure in jury trial; judgement; execution; appeal and error. Textbook: Loyd's Cases on Civil Procedure. (*3 hours. Professor Thompson.*)

THIRD YEAR

FIRST SEMESTER

INSURANCE. —Theory, history, significance; insurable interest; concealment, representations, warranties; subrogation; waiver and estoppel; assignees, beneficiaries; creditors; fire, life, marine, accident, guarantee, liability insurance. Textbooks: Humble's Law of Insurance and Humble's Cases on Insurance. (*1 hour. Professor Trusler.*)

PUBLIC SERVICE CORPORATIONS.—Nature of public utilities; railroads and other common carriers of goods and passengers; telegraphs and telephones; light and water companies; inns; warehouses, elevators; stockyards; methods of incorporation; public control; rights and obligations at common law and under federal and state statutes. Textbook: Wyman's Cases on Public Service Companies, 3rd edition. (*2 hours. Professor Slagle.*)

FEDERAL PROCEDURE AND BANKRUPTCY.—System of courts created under the authority of the United States, jurisdiction of the several courts and procedure therein; federal and state bankruptcy legislation; who may become bankrupt; prerequisites to adjudication; receivers; trustees; provable claims; exemptions; composition; discharge. Textbooks: Hughes on Federal Procedure, and Remington on Bankruptcy, Students' Edition. (*3 hours. Professor Slagle.*)

PARTNERSHIP.—Creation, nature, characteristics of a partnership; nature of a partner's interest; nature, extent duration of the partnership liability; powers of partners; rights, duties, remedies of partners inter se; rights and remedies of creditors; termination of partnerhsip. Textbook: Mechem

*For students not intending to practice in Florida.

on Partnership, 2nd edition; selected cases. (*2 hours. Professor Thompson.*)

ADMIRALTY. —Jurisdiction; contracts, torts, crimes, martime liens, ex contractu, ex delicto, priorities, discharge; bottomry and respondentia obligations; salvage; general average. Textbook: Hughes on admiralty. (*1 hour. Professor Slagle.*)

PROPERTY V. —Conditional estates; licenses and waivers; reversions and remainders; rule in Shelley's Case; future uses; future interests; executory devises and bequests; vesting of legacies; cross limitations; gifts; failure of issue; determination of classes; powers; rule against perpetuities; restraints on alienation. Textbook: Kales' Cases on Future Interests. (*3 hours. Professor Crandall.*)

MORTGAGES. —Nature; elements; incidents of the relation; discharge; assignment; redemption; foreclosure; injunction and account; extent of the lien; priority between mortgage liens and competing claims; equity of redemption. Textbook: Durfee's Cases on Mortgages. (*2 hours. Professor Cockrell.*)

PRACTICE COURT.—(*1 hour.*)

SECOND SEMESTER

DAMAGES. —General principles; nominal; compensatory; exemplary; liquidated; direct and consequential; proximate and remote; general and special; measure in contract and tort actions; entire damages in one action; mental suffering; avoidable consequences; value; interest; lateral support; counsel fees and expenses of litigation; injuries to real property and limited interests; death by wrongful act; breaches of warranty. Textbook: Rogers' Law of Damages; selected cases. (*2 hours. Professor Trusler.*)

MUNICIPAL CORPORATIONS.—Creation of cities and towns; powers of a municipality, including public powers, power of taxation, power over streets and alleys, etc.; obligations and liabilities of municipal corporations; powers and liabilities of officers. Textbook: Elliott on Municipal Corporations, 2nd edition. (*1 hour. Professor Cockrell.*)

NEGOTIABLE INSTRUMENTS. —Law merchant; definitions and general doctrines; contract of the maker, acceptor, certifier, drawer, indorser, vendor, accommodater, assurer; proceedings before and after dishonor of negotiable instruments;

absolute defenses; equities; payments; conflict of laws. Textbook: Smith and Moore's Cases on Bills and Notes. (*3 hours. Professor Slagle.*)

CONFLICT OF LAWS.—Jurisdiction; sources of law and comity; territorial jurisdiction; jurisdiction in rem and in personam; remedies, rights of action, procedure; creation of rights; property rights; personal rights; inheritance; obligations ex delicto and ex contractu; recognition and enforcement of rights; personal relations; property; inheritance; administration of estates; judgements and obligations. Textbook: Lorenzen's Cases on Conflict of Laws. (*3 hours. Professor Thompson.*)

ABSTRACTS.—Practical problems covering the interpretation of maps and the plotting of lots described by metes and bounds; the formal requisites of the different conveyances in use in this State; deeds executed by public and judicial officers; liens, and contracts for the sale of lands. Textbooks: Florida Statutes and selected Florida cases. (*1 hour. Professor Thompson.*)

TRUSTS.—The Anglo-American system of uses and trusts; creation, transfer, extinguishment of trust interests; priorities between competing equities; construction of trust dispositions; charitable trusts. Textbook: Bogert on Trusts; selected cases. (*2 hours. Professor Slagle.*)

JUDGMENTS.—Nature and essentials; kinds; record; vacation; amendment; modification; satisfaction. Textbooks: Rood's Cases on Judgements. (*2 hours. Professor Crandall.*)

PRACTICE COURT.—(*1 hour.*)

Those who desire further information concerning the College of Law may address letters of inquiry to Harry R. Trusler, Dean of the College of Law, Gainesville, Florida.

REGISTER

DEGREES CONFERRED

June 9, 1925

Juris Doctor

Bowen, Reeves.....Chipley, Fla.
Campbell, Charles Ihrig.....Poland, Ohio
Dalton, Joseph William.....Tampa, Fla.
King, William Courtney.....Gainesville, Fla.
Simmons, Jr., Oscar Brownlee.....Laurens, S. C.
Yeats, Milton Leonidas.....Tampa, Fla.

Bachelor of Laws

Beatty, Edward Paul.....Jennings, Fla.
Beer, Jr., Frank.....Gainesville, Fla.
Bien, Max Robert.....Tallahassee, Fla.
Boyce, Eldon LeRoy.....Miami, Fla.

Carey, Benjamin Edwin.....Key West, Fla.
Clark, Jr., James Patrick.....St. Petersburg, Fla.
Collins, Thomas Julian.....St. Petersburg, Fla.
Curry, Cecil Chester.....Miami, Fla.
Cushman, Lucius Jarvis.....Miami, Fla.

Evans, William Frank.....Sarasota, Fla.

Fielding, James Newton.....Gainesville, Fla.
Fussell, Carroll Wilbur.....Webster, Fla.

Gilmartin, William Henry.....Tampa, Fla.
Gilroy, Robert George.....New Smyrna, Fla.
Glover, Manuel Marion.....Lakeland, Fla.
Goethe, Edward Kemeys.....Manning, Fla.

Harris, Frank Maurice.....St. Petersburg, Fla.
Hendry, James Winfield.....Tampa, Fla.

Katz, Hyman.....Jacksonville, Fla.

Lord, Raymond Roosevelt.....Key West, Fla.

McDonald, Harrison Hodges.....Gainesville, Fla.

Norton, Elmer Maurice.....Tampa, Fla.

Parker, Jr., Edwin Francis.....Jacksonville, Flr.
Pomeroy, Jr., Edwin Francis.....Jacksonville, Fla.

Smith, William Robert.....Ocala, Fla.

Theed, Clement Lee.....Miami, Fla.

Williamson, Frank Harold.....Miami Beach, Fla.

THIRD YEAR CLASS

Beatty, Edward Paul.....Jennings, Fla.
Bedell, Chester.....Jacksonville, Fla.
Beer, Jr., Frank.....Gainesville, Fla.
Bien, Max Robert.....Tallahassee, Fla.
Bowen, Reeves.....Chipley, Fla.
Bowman, John Henry.....Coronado, Fla.
Boyce, Eldon LeRoy.....Miami, Fla.
Boyd, Jr., James Robert.....Jacksonville, Fla.

Campbell, Charles Ihrig.....Poland, Ohio
Carey, Benjamen Edwin.....Key West, Fla.
Case, Lawrence Chapman.....St. Augustine, Fla.
Casler, Edward Brannon.....Clearwater, Fla.
Clark, Jr., James Patrick.....St. Petersburg, Fla.
Collins, Thomas Julian.....St. Petersburg, Fla.
Curry, Cecil Chester.....Miami, Fla.
Cushman, Lucius Jarvis.....Miami, Fla.

Dalton, Joseph William.....Tampa, Fla.

Fielding, James Newton.....Gainesville, Fla.
Fussell, Carroll Wilbur.....Webster, Fla.

Gilmartin, William Henry.....Tampa, Fla.
Gilroy, Robert George.....New Smyrna, Fla.
Glover, Manuel Marion.....Lakeland, Fla.
Goethe, Edward Kemeys.....Manning, Fla.

Hendry, James Winfield.....Tampa, Fla.

Katz, Hyman.....Jacksonville, Fla.
King, William Courtney.....Gainesville, Fla.

Lord, Raymond Roosevelt.....Key West, Fla.
Luethi, Harry Arthur.....Key West, Fla.

McDonald, Harrison Hodges.....Gainesville, Fla.
Martin, Clarence Hanford.....McComb, Miss.

Newton, Jr., Robert Dee.....Citra, Fla.
Norton, Elmer Maurice.....Tampa, Fla.

Owens, Wallace Burns.....Jacksonville, Fla.

Parker, Jr., Orion Crest.....Tallahassee, Fla.
Pomeroy, Jr., Edwin Francis.....Jacksonville, Fla.

Rogero, Charles James.....Gainesville, Fla.
Rose, Jr., James Richard.....Jacksonville, Fla.

Sibert, Jr., Jefferson Davis.....Miami, Fla.
Simmons, Jr., Oscar Brownlee.....Laurens, S. C.
Smith, William Robert.....Ocala, Fla.

Theed, Clement Lee.....Miami, Fla.

Wallace, Robert George.....Daytona, Fla.
West, Jr., Thomas Franklin.....Tallahassee, Fla.

White, Edward Poston.....Miami, Fla.
Williamson, Frank Harold.....Miami Beach, Fla.

Yeats, Milton Leonidas.....Tampa, Fla.

SECOND YEAR STUDENTS

Albury, Will.....Key West, Fla.

Baird, Donald James.....Jacksonville, Fla.
Barrs, John Murdoch.....Jacksonville, Fla.
Basch, Albert Curtis.....Hopkins, Fla.
Baynard, Robert Seabrook.....St. Petersburg, Fla.
Blake, Edgar S.....Albany, Ga.
Bogue, Lincoln Chapman.....St. Petersburg, Fla.
Brooks, George Gray.....Key West, Fla.
Brown, Richard Knowlton.....Jacksonville, Fla.

Clifton, William Marvin.....West Palm Beach, Fla.
Crandall, Asbury Hornaday.....Buffalo, N. Y.
Crom, Frank Russell.....Gainesville, Fla.

Daniel, Wiley Raymond.....Tarpon Springs, Fla.
Dickinson, Jr., John.....Jacksonville, Fla.

Elmore, Jr., Franklin Harper.....Jacksonville, Fla.
Etheredge, James Tyre.....Desota City, Fla.

Gibbons, Gordon Lorraine.....Tampa, Fla.
Gleason, Charles I.....Eau Gallie, Fla.
Goldstein, Erving Max.....Jacksonville, Fla.

Hancock, Jr., Ben Soule.....Miami, Fla.
Hendricks, Benjamin Edgar.....Nashville, Ga.
Hurst, Huber Christian.....Gainesville, Fla.

Ivey, Frederick Malcolm.....Gainesville, Fla.

Jones, Edgar Charles.....Jacksonville, Fla.

King, Harry Ewbank.....White Springs, Fla.
Knight, Hollis Vaughn.....Starke, Fla.
Knight, Jr., Peter Oliphant.....Tampa, Fla.

Lake, William James.....Sanford, Fla.
Linebaugh, David Charles.....Tampa, Fla.

McDonald, Raemond Elmer.....Minneapolis, Minn.
Morgan, William Dallas.....Jacksonville, Fla.

Niblack, Julian.....Dunnellon, Fla.

Patey, William Bartell.....Miami, Fla.
Petteway, Gordon Powell.....Brooksville, Fla.
Pittman, Jr., Owen Willis.....Miami, Fla.

Rogers, Lawrence William.....Pensacola, Fla.

Sebring, Harold Leon.....Gainesville, Fla.
Sessions, Marion Bennett.....Live Oak, Fla.
Sharon, Jr., James Gibson.....Sanford, Fla.

Simpson, John Milton Bryan.....Gainesville, Fla.
Stewart, Arthur Edward.....Coconut Grove, Fla.

Usher, Jr., John William.....Miami, Fla.

Weintraub, David.....Key West, Fla.
Williams, Lovick Pierce.....Gainesville, Fla.
Wolfe, William Hannah.....Pensacola, Fla.
Worley, Lee McBride.....Miami, Fla.

FIRST YEAR CLASS

Akerman, Emory Speer.....Orlando, Fla.
Allison, John McLean.....Gainesville, Fla.
Anderson, William O.....Orlando, Fla.
Armstrong, Howard Mizner.....Daytona, Fla.
Atkinson, William C.....Tallahassee, Fla.

Baker, Henry M.....West Palm Beach Fla.
Baskin, Norris Frederick.....Dunnellon, Fla.
Bee, Gerald H.....Sebring, Fla.
Blocker, Jr., John C.....St. Petersburg, Fla.
Braden, Walter Hopkins.....St. Petersburg, Fla.
Brandt, Edward Frederic.....Gainesville, Fla.
Brice, Joseph Vernon.....Island Grove, Fla.
Brumby, Robert Mongin.....St. Petersburg, Fla.
Bryan, Roland William.....Tampa, Fla.
Budd, Jr., Garland Mosley.....Miami, Fla.

Campbell, Jr., John Baxter.....Quincy, Fla.
Cargell, Robert Monroe.....St. Petersburg, Fla.
Cathcart, David Junkin.....Miami, Fla.
Clarke, Alfred Wesley.....Bee Ridge, Fla.
Clayton, Erwin Americus.....Gainesville, Fla.
Coe, George Walker.....Hastings, Fla.
Colley, Carr Charles.....Starke, Fla.
Cornwall, Samuel C.....Jacksonville, Fla.
Counts, John M.....Pensacola, Fla.
Crary, Lawrence Evans.....Tampa, Fla.
Crevasse, James H.....Lakeland, Fla.
Cronan, Eugene Patrick.....Port Huron, Mich.

Davis, Albert Heyward.....Gainesville, Fla.
Davis, John Gyger.....Yeadon, Pa.
Day, James Westbay.....Gainesville, Fla.
Doss, William Denver.....Hinson, Fla.
Dublirer, Harold.....Miami, Fla.

Edwards, Harry A.....Lake City, Fla.

Fisher, Charles Elton.....St. Petersburg, Fla.
Fisher, Velmer Ray.....Tampa, Fla.
Fletcher, Frederick W.....St. Petersburg, Fla.
Fozzard, Harry Broward.....Jacksonville, Fla.
Fudger, William Bert.....Jacksonville, Fla.

Gomez, Joseph Maria.....Tampa, Fla.
Gracy, Luther Cecil.....Gainesville, Fla.

Grange, Gifford.....Gainesville, Fla.
Graves, Barron.....DeLand, Fla.
Greene, Otis Thatcher.....Ocala, Fla.
Gridley, Chester Gard.....Umatilla, Fla.

Harris John Tucker.....Opelika, Ala.
Hatton, Earl Miller.....Bartow, Fla.
Hawley, Jr., Clifford Daniel.....Lakeland, Fla.
Hobbs, William Franklin.....Orlando, Fla.
Hodges, Robert Lee.....Orlando, Fla.
Hursey, Jr., Frank Hampton.....Lakeland, Fla.

Jordan, Birkett Fry.....Gainesville, Fla.

Kanner, Aaron Mitchel.....Orlando, Fla.
Kent, Leith Dunlap.....Coconut Grove, Fla.
Kiracofe, John M.....Camden, Ohio

Ladd, Harold Orsemus.....Lakeland, Fla.
Lewis, Jr., Henry Hayes.....Marianna, Fla.
Lightsey, George Warren.....Fort Myers, Fla.
Livingston, Junius Bishop.....St. Petersburg, Fla.
Lowry, Jr., Dexter Marvin.....Tallahassee, Fla.
Lucas, Eli Burson.....Tampa, Fla.

Markham, Joseph Henson.....Lake City, Fla.
Marshall, Tom.....Jacksonville, Fla.
Middlekauff, Willis William.....Orlando, Fla.

Norton, Edward Fisk.....Wauchula, Fla.
Norvell, Jr., William Cook.....Lakeland, Fla.

Otto, Joseph.....Key West, Fla.
Overstreet, Murray W.....Kissimmee, Fla.

Parker, Robert Clayborne.....Tallahassee, Fla.
Pattillo, Andrew Gramling.....Port Orange, Fla.
Pierce, Jr., Robert Samuel.....Marianna, Fla.
Potter, Paul Wilson.....West Palm Beach, Fla.
Pritchard, James Wesley.....Homestead, Fla.

Quincy, Ross F.....Gainesville, Fla.

Recker, Lewis Leland.....Winter Haven, Fla.
Richards, Hawthorne Howe.....Reading, Mass.
Rowe, Aubrey.....West Palm Beach, Fla.
Russ, Sam Wallace.....Tampa, Fla.

Sauls, Byron Tewillegar.....Wauchula, Fla.
Schwartz, Joseph.....Miami, Fla.
Simmons, Stephen Emery.....Bradentown, Fla.
Simpson, Benjamin Beals.....London, Tenn.
Smysor, Paul Allen.....Gainesville, Fla.
Spoto, Ignatius C.....Tampa, Fla.
Stanly, William Alfred.....Ft. Lauderdale, Fla.
Sutton, Hugh M.....Pompano, Fla.

Taylor, Jr., John Stansel.....Largo, Fla.
Taylor, Nathaniel C.....Tampa, Fla.
Thompson, Roy.....Lakeland, Fla.
Todd, Edgar Russell.....St. Petersburg, Fla.
Traxler, Bennett Dell.....Alachua, Fla.
Tripp, Woodburn Henry.....Monticello, Fla.

Wade, Benjamin Franklin.....Palmetto, Fla.
Wade, Raymond Clayton.....Eagle Lake, Fla.
Williams, Burton Caswell.....Tallahassee, Fla.
Williams, Harry Groover.....Tampa, Fla.
Wilson, Jr., William Horace.....Lake City, Fla.
Woodruff, Richard S.....Orlando, Fla.

Young, Harry Irwin.....St. Petersburg, Fla.

SPECIAL STUDENTS

Goode, Clarence Alton.....Orlando, Fla.

Lee, Jr., Robert David.....Montgomery, Ala.
Lusk, Egbert Eugene.....Lakeland, Fla.

McChesney, William Henry.....Pensacola, Fla.
McCreary, Elmer White.....Gainesville, Fla.
Mahoney, Clarence Vincent.....Gainesville, Fla.

Nall, James Barnes.....Clearwater, Fla.

Shaw, John Clark.....Tampa. Fla.

Taylor, Jr., Samuel Clarence.....Jacksonville, Fla.

STUDENTS FROM OTHER COLLEGES TAKING ONE OR TWO SUBJECTS

Batchelder, Ivan Cobb.....St. Petersburg, Fla.
Boyd, C. Fort.....Jacksonville, Fla.
Burritt, Robert Harold.....Jacksonville, Fla.

Calhoun, Edward Hamilton.....Pensacola, Fla.
Campbell, Henry Lewis.....Kissimmee, Fla.

Dann, Jr., Charles W.....Miami, Fla.

Foster, Stanley Kenneth.....St. Petersburg, Fla.

Graves, Jr., James Edwin.....Quincy, Fla.

Hickman, William Pruett.....Tampa, Fla.
Holly, Jr., Robert John.....Sanford, Fla.

Jackson, J. Leslie.....Largo, Fla.

Kincaid, Marion Troy.....Orlando, Fla.

Lassing, Jr., John Maurice.....St. Petersburg, Fla.

McKay, Allen C.....Tampa, Fla.
McKay, William.....Tampa, Fla.
McLin, Charles Benjamin.....Jacksonville, Fla.

Mank, Philip Jameson.....Miami, Fla.
Monroe, Bun Hunter.....Tampa, Fla.

Newkumet, Richard L.....St. Petersburg, Fla.
Norton, Clyde Haley.....Winter Haven, Fla.

Pelot, Frank Cooper.....Manatee, Fla.
Pendarvis, Lawrence Ted.....Blountstown, Fla.

Saarinen, Arthur William.....Newberry, Fla.

Thompson, Jr., E. Sanford.....Tampa, Fla.
Trimble, Robert Samuel.....Gainesville, Fla.

Vaughan, James Arthur.....DeFuniak Springs, Fla.

Watts, Jr., Olin Ethredge.....Bartow, Fla.
Webb, Jr., Curren Elmore.....Tampa, Fla.
Weeks, Hubert.....Tampa, Fla.

Young, Robert Conger.....Ozona, Fla.

CATALOG

of the

Alumni Association

of the

University of Florida

1925

ALUMNI ASSOCIATION OF THE UNIVERSITY OF FLORIDA

Officers 1924-25

President.....George R. McKean, '96, Tampa
Vice President.....Raymer F. Maguire, '15, Orlando
Secretary-Treasurer.....Harry L. Thompson, '10, Gainesville
Recording Secretary.....Henry G. Hamilton, '21, Gainesville

PREFACE

This is the third of a series of Alumni Catalogs. The first was published by the Alumni Association in 1917 under the direction of Fred F. Halma, B.S. '15, then secretary-treasurer of the Assocation. The second edition was published in 1920 by the then secretary-treasurer, Frank M. O'Byrne, M.S. '13.

It has been the hope of the Association to include in an Alumni catalog the names of all former students of the University who are qualified for associate membership but the labor and expense involved have been so great that the purpose has not yet been achieved. This list contains the names of the graduates only.

Two years have been spent in the collection and tabulation of the data contained in this catalog. The work has been done by persons in the employ of the University in situations demanding constant and exacting attention. While the labor has been carefully done and the results checked and re-checked, there are doubtless many errors. An Alumni catalog of one of the leading State Universities, which has a paid secretary and office corps with adequate filing equipment, estimates that for every thousand names listed there will be 40,000 errors. We have about one thousand names listed. If there is an error in connection with your name, please advise the Secretary of the correction to be made.

The Secretary's office now has an individual file for every Alumnus. Into this folder is placed all information that can be obtained regarding him. Much information has been gathered which is not printed but it is available for use in more complete directories to be published in the future. Many of the Alumni have not responded to our inquiries. Others have been lost. Alumni are urged to send in, without request, information concerning themselves including changes in address and occupation.

The Catalog is divided into three parts. Part I gives under one alphabet, all of the alumni of the University of Florida and all of the alumni of the former state institutions, so far as they are known. Part II lists the alumni by classes. Part III shows them by residences. It is hoped that this arrangement will facilitate the formation of local organizations.

There is also appended a list of Alumni whose present addresses are unknown. Information in regard to any of them is earnestly solicited.

Gainesville, Florida
May 8, 1925

HARRY L. THOMPSON, '10, *Secretary*
HENRY G. HAMILTON, '21, *Recording Sec'y*
ROBERT WRAY, *Asst. Recording Sec'y*

PART I

GRADUATES OF THE UNIVERSITY

A list of all of the graduates of the University of Florida including all of the alumni of the five State Colleges which were merged into the University by the operation of the Buckman Bill.

The list shows the name of each alumnus with the year of his graduation and bachelor's degree, his address and present occupation. In the parentheses are given subsequent degrees received from the University or from other institutions, war records, former occupations and honors.

Charles Elliot Abbott, B.S.A. '23, Gainesville, Fla. Instructor in Horticulture University of Florida. (U. S. Navy, June 4, 1918 to Dec. 15, 1918.)

Fred Potter Abbott, B.S.A. '24, Seffner, Fla. Development Agent for Seaboard Air Line Railway Co. (U. S. Army.)

Alto Leo Adams, LL.B. '21, Fort Pierce, Fla. Lawyer.

Barnett Davis Adams, A.B.E. '16, R. F. D. No. 2, Gainesville. Fla. Teaching Newberry High School. (M.A.E. '21. Graduate of Georgia Normal College. Principal Reddick School, Titusville High School, and Ocoe Junior High School. Vocational Teacher in Univ. of Fla. in 1921.)

George Carl Alderman, A.B. '20, 20 Pearl St., Baltimore, Md. Furniture salesman.

James Mitchell Alderman, LL.B. '22, Bradenton, Fla.

W. F. Alderman, '97, 276 Talleyrand Ave., Jacksonville, Fla. Merchant.

Gary Witherspoon Alexander, B.S. '05, Atlantic National Bank Building, Jacksonville, Fla. Lawyer.

L. W. Alexander, LL.B. '14, Jacksonville, Fla. Lawyer.

John Dixie Almond, B.S.E.E. '22, care of Southern Utilities Co., Arcadia, Fla. Manager Southern Utilities Co., Arcadia. (U. S. Army Oct. 9, 1918 to Dec. 7, 1918. S.A.T.C. Plattsburg, I.C.O.T.S. Camp Pike, Ark.)

Burton Weber Ames, B.S.A. '23, Gainesville, Fla. Secretary Correspondence Study, Gen. Ext. Div. U. of F.

Geo. Benton Ames, B.S.E.E. '09. Died in Tallahassee, Fla., Oct. 1918.

Charles Park Anderson, G.F. '21, Avon Park, Fla. Horticulturalist.

D. L. Anderson, '87. Deceased.

Charles O. Andrews, '01, Orlando, Fla. Judge of 16th Judicial Circuit of Fla.

A. J. Angle, '02. Lost.

Noble Boyd Armstrong, B.S.E. '22, Bristol, Fla. Principal Liberty High School, Bristol. (National Philharmonic Society 1919. Principal Valle School. Teacher Putnam High, Palatka.)

A. C. Arnold, LL.B. '14, care of Office of the Judge Advocate General. War Department, Washington, D. C. Lawyer. (U. S. Army, Ist Lieut., 82nd Div., 326th Inf. A. E. F. Nov. 1917. Active service now. Honors: D.S.C. March 10, 1919.)

Robertson Tanner Arnold, '99, 1526 Post St., Jacksonville, Fla. President Arnold Printing Co.

Robert Drummond Atkisson, B.S.M.E. '22, 824 Hibernia Bldg., New Orleans, La. Sales Representative Fulton Iron Works.

John Newton Axelson, B.S.M.E. '20, Pensacola, Fla. (P. O. Box 3). Barrel and Excelsior Plant.

Malcolm H. Ayer, B.S. '93, Macon, Ga. Lawyer.

John Capron Babson, B.S.M.E. '24, 695 S. Oak St., Bartow, Fla. With Southern Utilities Co. (Life Member Alumni Association.)

Harold F. Bache, A.B. '20. Lost.

Donald Minor Badger, B.S.A. '14. Deceased.

Fred C. Bailey, '99, 123½ S. Pres. St., Jackson, Miss. Salesman for New Orleans Item.

George Raney Bailey, A.B. '18, 19 Franklin Court, Garden City, Long Island, N. Y. Salesman. (U. S. Army, Sergeant May 15, 1918 89th Div. 553d Engr. A. E. F. September 1918 to May 1919.)

Howard Sanderson Bailey, LL.B. '20, Lynn Haven, Fla. Lawyer.

Orin A. Bailey, '01, Box 487, Pensacola, Fla. Agent U. S. Civil Service, Inspector of Customs.

A. A. Baker, B.S.A. '12. Lost.

Milledge Alpheus Baker, B.S.A. '24. Branch Experiment Station, Belle Glade, Fla. Head of Grass Dept.

M. B. Balcom, '92. Deceased.

Lee Hampton Ball, A.B. '22, Wilmore, Ky.

Chandler Sherman Bamberg, B.S.E.E. '12, care of Dodge Agency, Jacksonville, Fla. Rep. North East Elec. Co. (U. S. Army, 1918, Sergeant Motor Transport Corps A. E. F.)

Dwight Newcomb Barco, A.B. '98, Cottonplant, Fla. Farmer.

E. Terrell Barco, A.B. '10, care of War Claim Board, Munitions Bldg., Washington, D. C. U. S. Army, (Major Field Artillery A. E. F.)

Henry Taylor Barker, '92. Lost.

W. J. Barker, LL.B. '16, Atlantic National Bank Bldg., Jacksonville, Fla. Lawyer.

Everett Wilson Barkwell, B.S.A. '19. Deceased.

I. P. Barlow, LL.B. '16, Wauchula, Fla. Lawyer.

Benjamin F. Barnes, '97, Chattahoochee, Fla. Asst. Physician Fla. State Hospital, M.D.

Paul Dryden Barnes, LL.B. '20, Miami, Fla. Lawyer.

Earle Sevier Barney, M.A.E. '20, Leland Stanford, California.

Newcomb Barrs, LL.B. '15, 1351 Market St., Jacksonville, Fla. Lawyer.

Mark D. Bartleson, '88. Deceased.

H. M. Bates, '97. Lost.

Estes George Baxter, '04, Gainesville, Fla. Lawyer.

Maxwell Baxter, LL.B. '14, Fort Lauderdale, Fla. Lawyer. (Cumberland Univ. 1913. U. S. Army August 27, 1917 to February 15, 1919. First Lieut. City Attorney Fort Lauderdale. Secretary Chember of Commerce.)

George James Baya, LL.B. '23, care of Snedigar and Miller, P. O. Box 1182, Miami, Fla. Lawyer.

John Taylor Beal, '91, care of Adams Coal Co., Jacksonville, Fla.

Clyde Ivan Bearss, B.S.E.E. '24, 84 Alexander St., Dorchester, Mass. Draftsman.

N. R. A. Becker, B.S.E.E. '14, P. O. Box 216, Pablo Beach, Fla. (E.E. '24 U. of F. Former Commercial Agent and Publicity Specialist, Mich. Bell Tel. Co.)

Edward Lee Beeson, M.A.E. '21, Bradenton, Fla. Principal Manatee Co. High School.

Elmore Dixie Beggs, LL.B. '20, Madison, Fla. Lawyer. (U. S. A. May 11, 1917 to January 16, 1919. Captain A.S.M.A. Field Artillery and Air Service.)

Burton Belcher, B.S. '05. Deceased.

Frank Upham Bell, '86, 52 Elm St., Lebanon, N. H. Manufacturer of Sport Garments. (Member N. H. Constitutional Convention. State vice president International Assoc. Garment Manufacturers. First Vice Pres. Union Made Garment Manufacturers. Member Lebanon School Board.)

J. W. Bell, '02. Deceased.

Edward Alfonso Bending, B.S. '96, 1500 Edison Bldg., Chicago, Ill. Efficiency Engineer Middle West Utilities Co. (Chief Engineer Palmer Forced Draft Co.; Consulting Fuel Engineer; Mining Engineer.)

John Samuel Benz, LL.B. '18, Miami, Fla. Lawyer. (A.B. Indiana Univ. 1916.)

Orville Marion Berg, B.S. '23, Arcadia, Fla.

Ulmont U. Beville, LL.B. '18, Ft. Myers, Fla. Lawyer. (U. S. Army June 9, 1917 to August 25, 1917. Ambulance Corps. Municipal Judge, United States Commissioner, Southern District.)

Thomas B. Bird, B.S. '14, Monticello, Fla. Lawyer, LL.B. 1916. (U. S. Army April, 1917 to Dec. 10, 1918. A. E. F. April 25, 1918 to Sept. 1918. Captain 320th Machine Gun Battalion, 82nd "All American" Division.)

Albert Kent Bishop, B.S.A. '21, Eustis, Fla. Florist and Nurseryman. (M.S. U. of Calif. '22.)

William James Bivens, LL.B. '22, 302 Citizens Bank Bldg., Tampa, Fla. Lawyer. (Secretary Hillsboro County Bar Association.)

Luther Lebyron Blackburn, B.S.E. '20, Ft. Lauderdale, Fla. School Principal.

Worthington Blackman, LL.B. '14, 859 St. John's Place, Brooklyn, N. Y. U. S. Naturalization Examiner. (U. S. Army, 2nd Lieut. 32nd Div. June 21, 1916 to May 22, 1919. A. E. F. '18-'19.)

G. R. Blair, '83. Deceased.

Julian A. Blake, LL.B. '23, care of Clerk's Office Federal Court, Tampa, Fla.

Albert Hazen Blanding, '94, Leesburg, Fla. U. S. Army, Brig. General. Now retired.

John William Blanding, '00, Ft. Myers, Fla. Banker. (U. S. Army, Lt. Colonel of Infantry, World War. A. E. F. one year, Cashier Lee County Bank, Title and Trust Co. President Lee County Bank, Title and Trust Co.)

Robert Solter Blanton, A.B. '13, Clearwater, Fla. County Supt. of Pinellas County. (M. A. '14, U. of F.)

H. G. Blount, '98. Deceased.

Uriel Blount, B.S.C.E. '15, Box 1448, Miami, Fla. Contractor of river and harbor improvements, Miami. Vice President Waldeck-Deal Dredging Co. Civil Engineer with Bowers Southern Dredging Co., Ben Johnson Dredging Co., Biscayne Engineering Co.)

W. A. Blount, LL.B. '04. Deceased.

W. T. Bludworth, '89, DeFuniak Springs, Fla. Lawyer.

James Victor Blume, B.S.A. '23, Box 296, Live Oak, Fla. Teaching. (U. S. Army Oct. 24, 1918-December 12, 1918.)

David Estein Booth, B.S.C.E. '24, St. Petersburg, Fla.

J. J. Borger, B.S. '01, 1368 Roanoke St., Springfield, Mo. Supt. Gas and Electric Co.

R. L. Borger, A.B. '93, Professor of Mathematics, Ohio University, Athens, Ohio.

William Moreau Bostwick, B.S.M.E. '23, Jacksonville, Fla.

Clarence Alexander Boswell, Jr., LL.B. '24, Bartow, Fla. Lawyer.

Eric Russell Boswell, B.S.E.E. '22, Inverness, Fla.

George Herbert Boutelle, '03. Deceased.

John W. Bowers, '92, Troy, Ala. President First National Bank. President J. S. Carroll Mercantile Co.

Richard Dallas Bowers, LL.B. '15, Box 354. Tampa, Fla. Insurance Adjuster Southern Adjustment Bureau. (U. S. Army 1st Lieut. Q. M. Corps May '17-'19.)

Egbert Napoleon Bowyer, LL.B. '23, Lakeland Fla. Lawyer.

Walter Lacey Boyd, '96, Bartow, Fla. Civil Engineer.

Clarence Atkinson Boyer, LL.B. '15, Orlando, Fla. Lawyer. (U. S. Army: Capt. Infantry. Attorney for towns of Winter Park and Maitland; V.-Pres. and Attorney for Winter Park Telephone Co. Coach and Athletic Director Rollins College.)

Ernest Alexander Boynton, '94, San Antonio, Texas. Oil Producer.

Lennard O'Hara Boynton, LL.B. '20, Bartow, Fla. Lawyer. (U. S. Navy May 1917-Sept. 1919.)

Richard Rumel Bradley, '05, 100 N. Pryor St., Atlanta, Ga. Sec. and Treas, Atlantic Photo Supply Co. Circulation Mgr. Atlanta Tri-Weekly Journal. (Civil Engineer.)

Virgil Marlow Bradshaw, B.S. '23, San Antonio, Fla.

Homer Eells Bratley, B.S.A.E. '21, Gainesville, Fla. Graduate Student Univ. of Fla. (U. S. Army, Ambulance Corps, A. E. F. June 6, 1917-April 13, 1919. 535th Ambulance Service, cited for Croix de Guere.)

Elihu Kilpatrick Branch, '91. Lost.

James Lowry Bray, M.S. '24, Box 135, Georgetown, Ky. Teacher, Georgetown College.

Clarence James Braymer, B.S.C.E. '17, Albany, N. Y. Salesman.

Benjamin H. Bridges, B.S. '05, Tallahassee, Fla. Clerk, Board of Public Works.

John H. Bridges, B.S. '02, Grandview, Wash. Fruit Grower. (M.F., Yale '04.)

Wynfred Roscoe Briggs, B.S.A. 17, Ft. Myers, Fla. County Agent, Lee County. (U. S. Army Jan. 1918. 2nd Lt. Field Artillery, A. E. F. 164th Railway Co. Transportation Corps 26th Div.)

Paul H. Brinson, LL.B. '24, Gainesville, Fla. Lawyer.

Hugh Brodie, '97, Ann Arbor, Michigan.

A. C. Brooks, LL.B. '13, Tampa, Fla. Lawyer.

Charles C. Broward, '94. Deceased.

Marcus Frederick Brown, A.B. '15, Lawtey, Fla. Farmer. LL.B. '18.

Max M. Brown, B.S. '02, Lake City, Fla. Lawyer and Ford Dealer.

Paul Brown, '99. Lost.

Wm. W. Brown, '88. Lost.

Thomas W. Bryant, B.S. '12, 220 W. Magnolia St., Lakeland, Fla. Lawyer. (LL.B. '15 U. of F. U. S. Army Jan. 5, 1918-June, 1919. A. E. F. 12 months. Sgt. Major, Field Artillery. Representative in 1923 and 1925 Legislature.)

F. W. Buchholz, A.B. '05, Gainesville, Fla. Principal Gainesville High School.

Rolf Kennard Buckley, B.S.A.E. '24, Gainesville, Fla. Horticulturist with Alachua Tung Oil Co. (B.S.A. '24, U. of F.)

A. P. Buie, LL.B. '14, Ocala, Fla. Funeral Director. (Lawyer, Gainesville, Fla. U. S. Army May 16, 1916-June 1919. A. E. F. First Lieutenant Infantry.)

B. S. Buie, B.S. '03. Deceased.

Dougal McRee Buie, LL.B. '12, Eustis, Fla. Lawyer Bishop & Buie.

R. E. L. Buie, '92, care of Eliot-Oden Lumber Co., 929 First National Bank Bldg., Birmingham, Ala.

William Jennings Bullock, A.B.E. '23, Monticello, Fla.

Walter Edwin Bunker, B.S. '04, 4019 Jackdaw St., San Diego, Calif. Construction Engineer.

Maurice Frank Bunnell, B.S.C.E. '23, Box 717, Orlando, Fla. North Florida Representative McDonald and Burgman Co.

Owen Francis Burger, M.S. '11, 125 N. Colson St., Gainesville, Fla. Plant Pathologist, Fla. Agr. Expt. Station. (A. B. Indiana Univ. 1909. D.Sc. Harvard 1916. Patnologist U. S. D. A.; Instructor Plant Path. U. of Cal.)

James Fletcher Burnett, '98 Gainesville, Fla. Gents' Furnishings. (Pres. Gainesville Rotary Club 1921. V. Pres. Merchants Credit Association 1922.)

Richard Temple Burr, B.S.A. '23, Box 953, Miami, Fla. Law Clerk.

George F. Burrows, '89. Deceased.

J. W. Burton, LL.B. '97. Deceased.

Edgar Burton Busbee, A.B. '24, care of J. B. Green Realty Co., St. Petersburg, Fla. Real Estate and Insurance.

Byron Earle Bushnell, B.S.C.E. '20, P. O. Box 841, Tampa, Fla. Sales Engineer. (C. E. '24 U. of F. U. S. A. June 20, 1916. First Lieutenant Infantry, A. E. F. 1918-1919.)

Harry Herman Bushnell, B.S.E.E. '20, 1915 Wayne St., Swissvale, Pa. Assistant Foreman Transformer Test, Westinghouse Elec. & Mfg. Co.

David S. Butler, B.S. '98, Gadsden, Ariz. Cashier Gadsden State Bank.

H. L. Butler, B.S. '98, Tuscaloosa, Ala. Commandant R. O. T. C. U. of Ala. Lieutenant Colonel U. S. A. (V. Pres. Tuscaloosa Lions Club.)

George Alton Byles, '92, Windsor, Fla. Farmer and Merchant. (B.S. U. of F. '10. Justice of the Peace.)

Calhoun Yancey Byrd, LL.B. '23, Delray, Fla. Lawyer. (U. S. Marine Corps, A. E. F. France 1918-1919.)

John Curtis Byrd, LL.B, '24, care of Maxwell Baxter, Fort Lauderdale, Fla. Lawyer.

W. P. Byrd, B.S. '05, Deceased.

E. C. Calhoun, LL.B. '10, Lake City, Fla. Preacher.

George Arthur Calhoun, B.S.E.E. '24, 13310 N. 15th Ave., Pensacola, Fla.

John M. Calhoun, '89, Marianna, Fla. Lawyer.

Paul Douglas Camp, B.S.A. '19, White Springs, Fla. Lumber dealer.

A. D. Campbell, Jr., B.S. '15, Graceville, Fla. Banker.

Angus Graham Campbell, '92, DeFuniak Springs, Fla. Judge of First Judicial Circuit of Fla.

G. B. Campbell, '98, DeFuniak Springs, Fla. Banker. President First National Bank.

T. W. Campbell, '00, Brick Press Co., Indianapolis, Ind.

Daniel Edwin Cappleman, A.B. '10, Standard Oil Co. of N. Y. Manila, P. I. With Standard Oil Co.

Homer Levy Cappleman, B.S.C.E. '15, Civil Engineer. (1st Lt. Engineers May '17-Aug. '19.)

Robert Arthur Carlton, B.S.A. '23, West Palm Beach, Fla. Development Agent S. A. L. Railway.

Tullie Hoyt Carlton, LL.B. '22, Bartow, Fla. Athletic Director Summerlin Institute.

Albert Reed Caro, LL.B. '22, Room 4, Haymans Bldg., Gaineville, Fla. Lawyer.

Archer Eugene Carpenter, A.B. '21, Box 152, Orlando, Fla. Lawyer. (J.D. '22. U. S. Army, Oct. 10, 1918-Jan. 15, 1919. Inf 2nd Lieut.)

E. L. Carroll, '00. Deceased.

Dickson H. Carter, LL.B. '18, 401 N. Baylen St., Pensacola, Fla. Lawyer, Carter and Yonge. (U. S. Navy June 11, 1918-Nov. 25, 1918. Naval Aviation. With law firms of Blount and Blount and Carter, and Blount, Carter and Yonge.)

P. J. Carter, B.S. '08, 214-215 Medical Bldg., New Orleans, La. Physician. (M.D. Tulane U.)

John Hardin Carter, Jr., LL.B. '22, Marianna, Fla. Lawyer. (U. S. Army Nov. 25, 1917-December 1919. Medical Corps. 2nd Lt. Air Service.)

F. B. Carter, Jr., LL.B. '15, Pensacola, Fla. Lawyer. (U. S. N. R. F. June 11, 1918-April 10, 1919. Ensign (P C.) M. S. N. R. F.)

G. T. Carter, '87. Deceased.

S. L. Carter, Jr, LL.B. '11, Gainesville, Fla. Proprietor moving picture theater.

James Joseph Caruso, LL.B. '20. Lost..

Romeo De Souza Carvalho, B.S.A. '20, Havana, Cuba.

Eugene Terry Casler B.S. '13, Nichols, Fla. Chemist—The Phosphate Mining Co.

Fred W. Cason, LL.B. '12, Miami, Fla. Lawyer.

Shafter Woodford Cason, B.S.E. '21, Winter Park, Fla. Supervising Principal Winter Park Schools.

T. Z. Cason, B.S. '08, Jacksonville, Fla. Physician. (M.D. Univ. of Georgia. U. S. Army Medical Corps June 13, 1917-April 7, 1919. Capt. Md. Corps.)

William Haywood Cates, B.S. '21, Tallahassee, Fla. Furniture Dealer. (U. S. Navy May 5, 1918-March 20, 1919. Ensign U. S. N. R. F.)

Sidney Johnson Catts, Jr., LL.B. '22, West Palm Beach, Fla. Lawyer.

B. L. Cawthon, '95, Savannah, Ga. U. S. Sugar Inspector.

S. C. Cawthon, '89. Deceased.

William Stanmore Cawthon, M.A. '14, Tallahassee, Fla. State Supt. of Public Instruction. (A.B. Univ. of Chicago, 1905.)

Austin Winnard Chadwick, Jr., LL.B. '23, Box 892, St. Augustine, Fla. Attorney-at-Law; United States Commissioner.

Jeff Chaffin, M.S. '23, 332 State Capitol, Atlanta, Ga. Chief Inspector Georgia State Board of Entomology.

McQueen Chaires, '09, Old Town, Fla. Farmer and Stock Raiser.

Roy Elmer Chalker, B.S. '02, care of Chalker and Russell, Savannah, Ga. Ford dealer.

Ralph Seward Chapin, B.S.E.E. '09, 309 District Building, Washington, D. C. Assistant Engineer, Sewer Division, Dist. of Columbia, in charge of section of Pumping Service, Washington.

Robert Foster Chatham, B.S.A. '22, Center Hill, Fla. Smith-Hughes Agr. Teacher and Farmer.

Charles Haile Chestnut, '91, 115 Lomax St., Jacksonville, Fla. Cashier Citizens Bank.

C. E. Chillingworth, LL.B. '17, West Palm Beach, Fla. Lawyer, Judge Circuit Court. (U. S. Navy Nov. 23 1917-19. Ensign U. S. Navy. County Judge, Palm Beach County. Life Member Alumni Association.)

William Evans Christian, B.S. '11, McIntosh, Fla. Merchant.

Deforest Lewis Christiance, Jr., B.S.A. '21, Box 36, Coconut Grove, Fla. Sec. & Treas. Red Bird Guano Co., Coconut Grove. (Salesman with Amer. Agr. Chem. Co.)

Asa B. Clark, A.B. '01. Deceased.

Joseph Stanton Clark, L.L.B. '22, St. Petersburg, Fla. Lawyer. (Secy.-Treasurer Pinellas County Bar Association.)

William Wesley Clark, '05, Milton Fla. Lawyer and Farmer. (Mem. Legislature, 1925.)

Erwin Americus Clayton, A.B.E. '24, 1606 W. University Ave., Gainesville, Fla. Law Student, Univ. of Fla. Teacher, Gainesville High School.

H. G. Clayton, B.S.A. '14, care of Agri. Exp. Station, Gainesville, Fla. Agricultural Extension Division District Agent for East Coast Fla. (M.S.A. '16. U. S. Army May 15, 1918- Dec. 6, 1918. 2nd Lieut. Inf. County Agent, Manatee County.)

O. J. Clayton, LL.B. '13, Quincy, Fla. Lawyer. County Lawyer and County Prosecutor. City Lawyer and City Prosecutor.

Joseph Gordon Clemons, B.S.A. '20, Plant City, Fla. Farmer.

Harry Gilmore Clifton, '90. Lost.

E. H. Clute, B.S. '98. Deceased.

John Franklin Coates, LL.B. '20, Ft. Meade, Fla. (U. S. Army May, 1917 to February 12, 1919. 1st Lieut. Infantry and Aviation. A. E. F. Disabled.)

Lawrence H. Cobb, B.S.E.E. '23, 63 Biddle St., Wilkinsburg, Pa. Resident Engineer Bridge Construction Test Course West. Elec. & Mfg. Co.

Otis Milton Cobb, LL.B. '24, Box 116, Sanford, Fla. Lawyer.

Randolph H. Cobb, LL.B. '17, Orlando, Fla. Lawyer, Referee in Bankruptcy. (U. S. Army June 4, 1917-April 15, 1919. Private U. S. A. Ambulance Service. Divisional Citation from the 28th French Division to the Croix de Guerre, May 5, 1918.)

Willis Judson Cody, B.S. '24, Babson Park, Fla. Garage Business.

A. M. Coleman, B.S. '04. Deceased.

John Alexander Coleman, B.S. '20, Memorial Hospital, Richmond, Va. (M.D. Tulane, '24. Naval Hospital Corps June '18-'19.)

W. K. Coleman, '98, Winter Haven, Fla. Grocer.

Crenshaw Caleb Collins, B.S.A. '24, Davenport, Fla. Supt. Citrus Corp.

Paul F. Collins, B.S.A. '17, Lakeland, Fla. Growers Supply Co. (U. S. A. 1st Lt. Infantry, May '17-March '19, A. E. F. Wounded 1918.)

Barney R. Colson, '99, Gainesville, Fla. Abstractor of Land Titles. Pres. Alachua Co. Abstract Co. (Sec. of Rotary Club, Past Pres. of U. of F. Alumni Association and Sec of same.)

G. W. Coltrine, '91. Lost

Harold G. Conant, B.S.A. '14, 3803 Thomas Ave., S., Minneapolis, Minn. Chief Estimator, Minneapolis General Electric Co. (U. S. Army 1917-1919. 7th Division A. E. F. Chemist, Mobile Gas Co., Mobile, Ala.

Daniel Newman Cone, A.B. '96, White Springs, Fla. Physician. (M.D. Univ. of Va. '99. State Senator 1925.)

Hutchinson I. Cone, B.S. '89, Navy Dept., Washington, D. C. U. S. Naval Officer Retired. Ass't to V. Pres. Panama R. R. Co. (U. S. Naval. Acad. '94. Rear Admiral U. S. Navy. U. S. Naval Aviation Forces, World War United States Distinguished Service Medal.)

William Priestly Conyers, '89. Box 94, Greenville, S. C. Commercial Lawyer and Real Estate and Brokerage. (Life Member Alumni Association.)

Charles Edward Cook, B.S.E.E. '23, 1821 S. 49th Court, Chicago, Ill. With Western Elec. Co., Chicago.

David M. Cook, B.L. '05, George Washington Junior High School, Tampa, Fla. Principal George Washington Junior High School.

Sidney T. Cook, '91. Deceased.

James Ryan Cooper, LL.B. '17, 275 N. E. 15th Terrace, Miami, Fla. Lawyer, Assistant County Solicitor. (U. S. Army May 1, 1918-Jan. 14, 1919. Sergeant, Medical Corps.)

Nelson Drennan Cooper, B.S.E.E. '22, 516 Kelly Ave., Wilkinsburg, Pa. Electrical Engineer.

Ruby Floyd Cooper, B.S.A.E. '22, Sanford, Fla. Smith-Hughes teacher. Sanford High School.

Arthur T. Cornwell, '89, Clearwater, Fla. Rector of the Church of the Ascension, Clearwater. (Compiler and Translator of "The Essential Gospel.")

Boyd A. Cox, LL.B. '13, care of Fidelity Title & Loan Co., Orlando, Fla. Title Abstractor.

John O'Neal Cox, A.B. '23, Gainesville, Fla. With Gainesville Furniture Co.

N. H. Cox, B.S. '96, care of Y. M. C. A. St. Augustine, Fla.

Curtis Carlisle Coxe, A.B. '21, Chattanooga, Tenn. Teacher.

Arthur Crago, B.S. '22, Copperhill, Tenn. Chemist. (U. S. Army June 4, 1917-May 26, 1919. U. S. Ambulance Service. A. E. F. in France.)

Aaron Smith Crews, LL.B. '11, Starke, Fla. Lawyer. (Former State Representative.)

Herbert O. Crippen, '88, 238 Wabash Ave., Chicago, Ill. Mgr. Retail Dept. Piano Mfg. Co.

Obie L. Crocker, LL.B. '11, Vernon, Fla. Lawyer, County Judge.

Lemuel Curtis Crofton, A.B.E. '19, DeLand, Fla., Lawyer. (J.D. '22. Ensign U. S. N. R. F. Representative Washington Co. State Legislature 1921.)

George Curtis Crom, B.S.E.E. '14, 22 So. Munn Ave., East Orange, N. J. Radio Engineer. (U. S. Army 2nd Lt. Air Service, March '18-'19, A. E. F.)

William Hampton Crom, B.S.E.E. '14, Kelley Field, Texas. Captain U. S. Air Service, Kelly Field, Texas. Director of Observation, U. S. Advanced Flying School.

Hardy Croom, B.S. '96. Deceased.

Alden Bailey Crosby, B.S.E.E. '19, San Mateo, Fla. Engineer, Southern Utilities Co.

Ralph Crosby, B.S.A. '19, San Mateo, Fla. Sales Agent, Model Land Co.
William Jasper Crowley, B.S.A. '24, Miakka, Fla. Truck Farming.
C. M. Curry, B.S. '05, Key West, Fla.
C. T. Curry, A.B. '96. Deceased.
Gilbert Curtis, B.S.E.E. '24, 800 Cayuga St., Tampa, Fla.
Robert John Dagg, B.S.A. '17, 1034 N. Stevenson St., Flint, Mich. Salesman Goodyear Tire & Rubber Co. (U. S. Army July 14, 1918-Dec. 4, 1918. 2nd Lieut. Field Artillery Res. Off. C.)
Mary Alexander Daiger, A.B.E. '20, Monteverde, Fla. Teacher Monteverde School.
Joseph William Dalton, B.S. '20, 1608 Morrison Ave., Tampa, Fla. Law Student, U. of Fla. (U. S. Army Aug. 17, 1918-Jan. 17, 1919. First Sergeant, S. A. T. C.)
William Edward Daniell, A.B. '20, Box 877, Daytona, Fla. Lawyer. (LL.B. Harvard 1923. U. S. Army Oct. 8, 1918-Jan. 15, 1919. 2nd Lieut. Inf. R. C.)
Robert Danison, B.S.C.E. '24, 245 3rd Ave., South, St. Petersburg, Fla. Civil Engineering.
Clyde Thomson Davies, A.B. '24, Radcliffe, Va. Teaching.
Albert G. Davis, B.S. '12, Tallahassee, Fla. Assistant State Chemist. M.S. in 1913. (U. S. Army 1917-1918. Ass't. Chemist Cuban-Amer. Sugar Co.)
C. E. Davis, B.S. '92, Madison, Fla. Lawyer. Member Legislature.
Darrey Deoma Davis, L.I. '06, Box 810, Miami, Fla. Supervising Principal. (Principal Seabreeze High School, Daytona.)
J. P. Davies, B.S. '95. Lost.
Jackson Richardson Davis, '92. Deceased.
Orville Rhoads Davis, B.S.A. '24, Leesburg, Fla. Teaching Leesburg High School.
Gaston W. Day, B.S. '02, 409 St. James Bldg., Jacksonville, Fla. Physician.
Wm. Victor DeFlorin, B.S.E.E. '20, 516 E. Monroe St., Jacksonville, Fla.
John L. Denton, '89, Calle Caseros No. 961. Buenos Aires, Argentine Repub.
Harry Reginald DeSilva, B.A.E. '20, 27 Appleton St., Waltham, Mass. (M.A. Harvard '21.)
Claude Lee DeVane, B.S.A. '20, Plant City, Fla. Farmer.
E. C. DeVane, LL.B. '13, Plant City, Fla. Lawyer.
August DeWinkler, B.S.C.E. '14, 310 N. W. 13th Ave., Miami, Fla. Engineer. (U. S. Army, Master Engineer, 306th Engineers, 81st Division 1917-1919.)
Anson Borden DeWolf, B.S.E.E. '22, 14 Baker St., Daytona, Fla. Engineering.
H. L. DeWolf, A.B. '15, Galeburg, Ill. Principal of H. S.
Charles P. Diamond, LL.B. '13, Perry, Fla. Lawyer. (U. S. Army, Aug. 9. 1918-Feb. 8, 1919. Headquarters Co., 150th Division, 38th "Cyclone" Division A. E. F. Mayor of Perry.)
Emory G. Diamond, A. B. '19, Jasper, Fla. Baptist Minister. (Th.B., Southern Baptist Theological Seminary, 1922. Pastor Baptist Church, Brandenburg, Ky.)
John Thomas Diamond, L. I. '05, Tallahassee, Fla. Clerk in office of State Supt. of Public Instruction. (Member State Board of Control and State Plant Board. County Supt. Public Instruc. Santa Rosa Co.)
Wright Wiley Diamond, '04, Beulah, Miss. Physician.
W. F. Dodd, A.B. '98, 105 W. Monroe St., Lake City, Fla.
Malcom Gilbert Donaldson, A.B.E. '21, Louisville, Ky. Student Louisville, Ky., Theological Seminary.
Marion Gilbert Donk, A.B. '98, 3818 Morrison St., N. W., Washington, D. C. Special Expert U. S. Tariff Commission.
Elza Ballard Donnell, LL.B. '12, West Palm Beach, Fla. Lawyer. ,(Circuit Judge '17-'21. L.I. Peabody College, 1904.)
Walter Alvia Dopson, LL.B. '20, MacClenny, Fla. Lawyer.
Clyde Rastor Douglass, A.B. '13, Kashing, China. Missionary to China. (Graduated Union Theological Seminary 1918.)
Richard Samford Dowdell, B.S.A. '23, Box 52, Plant City, Fla. Smith-Hughes Teacher.
Herbert Lawrence Dozier, M.S. '17, Gulf Coast Citrus Exchange, Mobile, Ala. Entomologist Gulf Coast Citrus Exchange. (B.S. Univ. of S. Car. '15. Ph.D., Ohio State Univ. '22. U. S. Army June 4, 1918-1919. 323d Field Hospital. 306th Sanitary Train, U. S. Med. Corps. A. E. F.)
Ossian W. Drane, B.S.E.E. '11. Deceased.
Roy Ludford Driggers, B.S.A.E. '21, Los Angeles, Calif.
E. B. Drumwright, B.S. '96, 2502 Massachusetts Ave., Tampa, Fla. Lawyer. (LL.B. Univ. of Va. '01.)

Robert Eugene Duckworth, A.B. '22, Orlando, Fla. Real Estate and Insurance Business.
R. A. Dukes, B.S.A. '16. Deceased.
Charles Edwin Duncan, LL.B. '23, Tavares, Fla. Lawyer.
Kasper Green Duncan, A.B.E. '23, Lake Butler, Fla. Teacher.
R. C. Dunn, A.B. '96, Astatula, Fla. Orange Grower. Railroad Commissioner.
Louis Eugene Dupont, B.S.A. '24, University Station, Gainesville, Fla. Graduate Student U. of Fla.
Frederick York Durrance, B.S.E. '20, 2029 Canal St., New Orleans, La. (U. S. A. June '17-'19, Sergeant Med. Corps.)
Bernard King Durst, B.S.M.E. '24, Gainesville, Fla.
Henry Forrest Dutton, Jr. '95. Deceased.
Dewey Albert Dye, LL.B. '20, Bradentown, Fla. Lawyer.
William John Dyer, B.S.A. '22, West Palm Beach, Fla. Salesman Palm Beach Paper Co.
L. Y. Dyrenforth, B.S. '16, 415 Realty Bldg., Jacksonville, Fla. Consulting Analytical Chemist. (U. S. Army April 28, 1917-Nov. 27, 1917. Band Leader 124th Inf. Chemist Prairie Pebble Phos. Mine, Pratt Lab., Armour Fert. Works, Eppinger & Russell Creosoting Works.)
John Burke Earman, B.S. '08, West Palm Beach, Fla. Dentist. D.D.S.
Robert Lee Earnest, Jr., J.D. '24, care of Winters and Foshette, West Palm Beach, Fla. Lawyer. (U. S. Army July 16, 1918-Feb. 6, 1919. 2nd Lieut. Inf.)
Rollin Jesse Ebinger, B.S.Ed. '23, Eustis, Fla. Assistant Principal, Athletic Coach, Eustis High.
J. A. Edmondson, A.B. '91, Tallahassee, Fla. Lawyer.
Henry Reed Edmunds, B.S.A. '22, Leesburg, Fla. Florist. (U. S. A. 2nd Lt. 1917-1919.)
Joseph Montrose Edrehi, LL.B. '21, 305 American Nat. Bank Bldg., Pensacola, Fla. Lawyer. Special Asst. U. S. Atty. Northern District, Florida.
Francis Rees Edwards, B.S.A. '18, Georgia Expt. Station, Experiment, Ga. A. H. Dept. Ga. Station. (U. S. Marine Corps Aviation, Gunnery Sgt. Prof. An. Husb., Univ. Porto Rico.)
Henry Leitner Edwards, B.S. '24, 321 Verona St., Kissimmee, Fla. Teacher.
Walter Gowan Elliott, A.B. '13, 5505 Suwannee Ave., Tampa, Fla. Treasurer and Manager Weber Manufacturing Co. (Secretary Tampa Assn. Credit Men. Treasurer Hunter Elec. Co.)
Elgar Percy Ellis, LL.B. '24, Miami, Fla. Lawyer.
Thomas Benton Ellis, Jr., '99, Gainesville, Fla. Lawyer.
Lloyd Hayden Ellsworth, B.S.A. '22, 701 Twigg St., Tampa, Fla. Postal Clerk, Tampa Post Office.
William Edwin Embry, A.B.E. '15, Avenida Rio Branco-Sala 20, Rio de Janeiro, Brazil. American Trade Commissioner, U. S. Dept. of Commerce. (U. S. Army May 21, 1917-1919. Captain U. S. Marine Corps Aviation.)
Paul Emmert, LL.B. '24, 911 West Manatee Ave., Bradentown, Fla. Lawyer.
C. C. Epperson, LL.B. '11, Williston, Fla. Lawyer.
Richard Ervin, '99, 716 E. College St., Tallahassee, Fla. Tax Agt. Trustees Internal Improvement Fund. (Teacher.)
Walter Downing Etheridge, LL.B. '23, Tavares, Fla. Lawyer.
Arthur Clyde Evans, A.B. '06, Inf. State Armory, Albany, N. Y. Major Infantry U. S. Army. (West Point Graduate 1911. 2nd, 1st Lieut. Capt. and Major.)
Robert J. Evans, Jr., A.B. '06, U. S. Veterans' Bureau Hospital, Legion, Texas. Surgeon U. S. Army. (M.D. Emory Univ. U. S. Army Oct. 1917-Oct. 27, 1919. Captain Medical Corps.)
Harlo G. Everett, '95, 46 Atlantic Blvd., South Jacksonville, Fla. Conductor Pullman Service.
Theo. B. Everett, '90, 3330 Perry St., Jacksonville, Fla. Railway Mail Clerk.
Robert C. Evins, '01. Deceased.
H. H. Fain, '20, Americus, Ga.
Earl Drayton Farr, LL.B. '23, Punta Gorda, Fla. Lawyer.
J. Rex Farrior, A.B. '16, 806 S. Newport, Tampa, Fla. Lawyer. (J.D. '24. U. S. Army Sept. 1918-Feb. 1919. Sergeant. Ass't Coach U. of F. '17-'18. Teacher and Coach Gainesville High '20-'23.)
Howard S. Fawcett, M.S. '08, Citrus Expt. Station, Riverside, Cal. Plant Pathologist, Expt. Station.

T. D. Felton, B.S.C.E. '12, Bartow, Fla. Mgr. Phosphate Mine.
J. A. Fennell, '00. Deceased.
Thomas Sherod Ferguson, A.B. '23, Miami, Fla. Lawyer. (J.D. U. of Fla. '24.)
H. A. Ferrell, LL.B. '12, Seale, Ala. Lawyer.
Geo. Floyd Ferris, B.S.C.E. '24. care of Carr & McFadden. West Palm Beach, Fla.
C. H. Ferron, M.A. '06, Orlando, Fla. Associate Pastor First Pres. Ch., Orlando. (A.B. Centre College. D.D. Centre College. Pastor Pres. Church, DeLand, Fla.)
Martin George Feuerhak, B.S. '17, Winona, Minn.
Ralph W. Fields, B.S. '02. Deceased.
W. P. Fields, LL.B. '12, Blountstown. Fla. Deceased.
J. J. Finley, '98, Franklin, Va. Camp Mfg. Co.
Charles M. Fisher, B.S. '08, 1224 S. W. 13 Court, Miami, Fla. Supt. Public Instruc. Dade Co. (1915-'20 Prin. Homestead Schools.)
Edward Erasmus Fleming, LL.B. '22, 901 Atlantic National Bank Bldg., Jacksonville, Fla. Lawyer.
Francis P. Fleming, A.B. '93, 1249 Riverside Ave., Jacksonville, Fla. Lawyer. (B.S. '08.)
Sam P. Fleming, A.B. '01, Gainesville, Fla. Agricultural Statistician, Bureau of Ag. Economics, U. S. D. A. (Director & V. Pres. Bank of Archer.)
W. W. Flournoy, A.B. '96, DeFuniak Springs, Fla. Lawyer.
Wilbur Leonidas Floyd, M.S. '06, Gainesville, Fla. Professor of Botany and Hort., U. of Fla. Ass't Dean, Ag. College. ('92-'05 Instructor East Fla. Sem. B.S. Citadel College.)
Herbert Giddens Ford, B.S.Ch.E. '21, 704 S. Newport Ave., Tampa, Fla. (U. S. Army Ambulance Service, July 1918-May 1919. 1st Lieut. A. E. F. Jan. 1918-April 1919)
James Alfred Franklin, LL.B. '21, 1303 Laura St., Jacksonville, Fla. Lawyer.
Paul Gray Franklin, B.S.M.E. '23, Ft. Myers, Fla. Vice Pres. Franklin Hdw. Co., Sec. & Treas., Franklin Hotel Co., Ass't Manager Franklin Arms Hotel.
Henry E. Freeman, B.S.C.E. '15, 109 N. Freemont St., Tampa, Fla. Civil and Landscape Engineer. (U. S. Army May 1917-1919. Capt. 106th Engineers. Regimental Adj. A. E. F. Oct. 1918-'19.)
Fred J. Frei, B.S.E.E. '11, 296 West End Ave., New York City. Electrical Contractor.
Herbert Milton Freidlander, B.S. '21. Newtown, Ohio. Student, College of Medicine. Univ. of Cincinnati.
Jacob Wolfe Friedman, B.S.E.E. '24, 222 W. Cervantes St., Pensacola, Fla.
Thomas Craddock Frye, M.A.E. '19, 6364 Meis Ave., College Hill, Cincinnati. Ohio. Assistant Prin. Whittier School. (B. Ped. Berea Col. '15. '19-21 Supervising Prin. Cocoa and Arcadia Schools.)
R. H. Fryer, B.S. '10, Bartow, Fla. Citrus Grower.
Henry Fuller, B.S. '23, 40 Park St., West Roxbury, Mass. Medical Student.
Landon Fuller, B.S.E.E. '23, 221 Vine St., Edgewood, Pittsburgh, Pa. Salesman Westinghouse Elec. Mfg. Co.
Carroll Wilbur Fussell, A.B. '24, Box 19, University Station, Gainesville, Fla. Law Student U. of Fla.
James Edwin Futch, A.B. '93, DeLand, Fla. Professor of Law, Stetson Univ. (Lawyer. Starke, Fla. 1896-1921.)
Leverett E. Futch, LL.B. '15, Ocala, Fla. Lawyer. County Judge Marion County.
John David Gable, '02, St. Elizabeth Hospital, Washington, D. C. Ass't Physician St. Eliz. Hosp. (M.D. '08, Univ. of Nashville. U. S. Army March 1918-April 1919. 1st Lieut. Med. Corps, A. E. F. 10 months. Ass't Physician Fla. State Hosp.)
Julian E. Gammon, B.S. '08, 700 Professional Bldg., Jacksonville, Fla. Consulting Physician. (M.D. Johns Hopkins '12. U. S. Army June 1917-Feb. 1919. Captain Med. Corps.)
Samuel Franklin Gammon, A.B. '05, 206-207 St. James Bldg., Jacksonville, Fla. Representative Mutual Life Ins. Co. (Principal Schools Miami 1907-'09.)
George Palmer Garrett, LL.B. '13, Kissimmee, Fla. Lawyer. (Pres. U. of F. Alumni Association 1923-4.)
J. M. Garrett, '89, Elba, Ala.
J. S. Garrison, '01. Deceased.
William H. Garvin, '88, Delta, Colo. President Associated Fruit Co.
William Theodore Gary, A.B. '97, Ocala, Fla. Sec & Treas. Ocala Telephone Co. Director Munroe & Chambliss Nat. Bank. (Mayor Ocala. Y. M. C. A. Sec. 5th Div. World War.)

John Eugene Gaskill, 1 yr. Ag. '22, Tampa, Fla.
Shelby Gunn Gaskin, LL.B. '24, care of W. B. Crawford, Orlando, Fla. Lawyer.
Albert James Geiger, B.S.A. '23, St Cloud, Fla. Teaching.
A. S. Geiger, '02. Deceased.
Thomas Jefferson Geiger, B.S.A. '24, Route 4, Jacksonvlle, Fla. Farmer.
James Culbreath Getzen, B.S. '89, Webster, Fla. Orange Grower and Farmer.
Luther Gilder Getzen, B.S.A. '05, Fort White, Fla. Farmer.
Thompson Hart Getzen, LL.B. '20, Stuart, Fla. Lawyer. (U. S. Army 1918-'19 1st Lieut. Field Artillery 13th Reg. A. E. F. June 1918-'19.)
Melville Gunby Gibbons, LL.B. '18, 1802 Morrison Ave., Tampa, Fla. Lawyer, Gibbons & Gibbons. (B.S. Spring Hill College. U. S. Naval Reserves March 11, '18-Dec. 24, '18. Chief Yeoman. Director Buckeye Nurseries. Pres. Holmes Trading Co. Sec. Caloosa Groves & Improvement Co.)
William Wetmore Gibbs, B.S.C.E. '09. Deceased.
James B. Gibson, Jr., LL.B. '13, 7-14 Roberts Bldg., Tampa, Fla. Lawyer. (U. S. Army Sept. 1918-Dec. 1918.)
Horace Giddings, '91, 65 Market St., San Francisco, Calif.
LeRoy B. Giles, '04, Orlando, Fla. Lawyer.
Burgo Doyle Gill, B.S. '21, 1326 Page St., San Francisco, Calif. (2nd Lt. F. A. O. R. Corps.)
Pratt Gillen, '98, care of Gay Gillen, Lake City, Fla.
Alexander Angus Gillis, B.S.C.E. '23, Tampa, Fla. Engineer. (U. S. N. July 1918-May 1919. Yeoman.)
James McL. Gillis, '00. Deceased.
John Allison Gillis, B.S.Ed. '20, Sarasota, Fla. Teacher.
Stuart Knox Gillis, '90, DeFuniak Springs, Fla. Lawyer.
J. F. Gist, B.S.A. '14, Ocala, Fla. Farmer. (U. S. Army Aug. '17-'19 Field Artillery A. E. F.)
William John Glasgow, LL.B. '16, Henrietta, Texas. Lawyer and District Attorney.
William Lansing Gleason, LL.B. '22, Eau Gallie, Fla. Lawyer.
John L. Goodwin, LL.B. '13. Lost. (U. S. Army, 1st Infantry R. C. 52d Inf.)
Horace Cadwell Gordon, Jr., A.B. '19, Box 1018, Tampa, Fla. Lawyer. (LL.B. '20.)
W. L. Gordon, '90, R. F. D. Star Route, Florala, Ala. Farmer.
Robert Lee Goulding, A.B. '14, New Smyrna, Fla. Supervising Principal New Smyrna Public School. (M.A.Ed. '22 U. of Fla. Principal Cocoa School '14-'16. Science Instructor Tech. High, Atlanta '18-'20.)
Charles Bartow Grace, B.S.A. '16, 153 Third St., Macon, Ga. Salesman Frank E. Block Co. (U. S. Army May 1917-'19. 35th Division A. E. F. June 1918-'19.)
George J. Grace, B.S. '12, Marianna, Fla. Supt. Public Instruction, Jackson Co.
James Thaddeus Grace, B.S.A. '14, Graceville, Fla. Motor Mail Carrier.
T. W. Grace, '89. Deceased.
Brainard Bradshaw Gracy, Jr., B.S.A. '15, Murphreesboro, Tenn. Agricul. Instructor Middle Tenn. State Normal School.
John Shirley Gracy, A.B. '24, College Inn, Gainesville, Fla.
Allen Graham, '05, 19315 Shaker Blvd., Cleveland, Ohio. Surgeon.
George Graham, '95. Deceased.
George Ransom Graham, B.S.A. '23, Havana, Fla. Principal and Agr. Teacher Havana High School.
George Wayne Gray, LL.B. '22, Clearwater, Fla. Lawyer.
Henry Lathom Gray, LL.B. '24, Bradentown, Fla. Lawyer.
Leon Archibald Gray, A.B.E. '22, Hinson, Fla. Teaching. (U. S. Army June 12, 1917-April 24, 1919. 2nd Lieut. F. A. A. E. F. 1918-1919.)
Alfred Anderson Green, LL.B. '18, Daytona, Fla. Lawyer. (U. S. Army May 27, 1918-Dec. 16, 1918. Master Gunner, 32nd Reg. F. A. A. E. F.)
Causey Sijesmund Green, LL.B. '22, Palatka, Fla. Lawyer.
Edward Badger Green, LL.B. '22, 605 Ocklawaha Ave., Ocala, Fla. Lawyer.
E. Peck Green, B.S. '06, Tallahassee, Fla. Assistant State Chemist.
F. Green, LL.B. '11, Starke, Fla.
Robert Alexis Green, B.S.E. '16, Starke, Fla. Congressman. (Former County Judge Bradford Co.)
Thomas Lacy Green, A.B.E. '22, Groveland, Fla. H.S. Principal.
Ralph Dilion Grether, '93, 145 E. 3d St., Jacksonville, Fla. Merchant.

Colin Donald Gunn, B.S.A. '16, Haines City, Fla. Real Estate & Insurance. (Former County Agent Madison, Bradford, Alachua Co.)

Everett Fillmore Gunn, B.S.C.E. '23. Lost.

June Rawls Gunn, B.S.A. '21, Kissimmee, Fla. County Agent Osceola Co. (U. S. Army Dec. 11. 1917-1919. 2nd Lieut. Quartermaster Corps. Agr. Teacher Plant City.)

William Watts Gunn, B.S.E.E. '23, Box 762, New Smyrna, Fla. Engineering. (U. S. Army July 15, 1918-Dec. 28, 1918. 2nd Lieut. F. A.)

Herman Gunter, B.S. '07, Tallahassee. Fla. State Geologist.

Sidney Haile, '87, Ocala, Fla. With Ocala Mfg. Co.

Hugh Hale, LL.B. '15, Brooksville, Fla. Lawyer. (Member Fla. Legislature, 1925.)

N. E. Hainlin, B.S.A. '15, 61 N. E. 23 St., Miami, Fla. Owner Hainlin Lumber Co.

Elwood Overton Hall, LL.B. '18, Quincy, Fla.

John Franklin Hall, LL.B. '23, care of P. L. Gaskin, Busbee Bldg., Jacksonville, Fla.

Harvey Aldrich Hall, B.S.C.E. '16, 325 W. Church St., Gainesville, Fla. Testing Engineer, Chief of Testing Division, State Road Dept. of Fla. (U. S. Army May 1917-1919. 1st Lieut. 113th Engineers, 38th Div. A. E. F. Sept. 1918-1919.)

J. Post Hallowes, B.S.C.E. '15, 906 S. Dakota Ave., Tampa, Fla. County Engineer Hillsboro County.

Fred F. Halma, B.S. '15, Riverside, Calif. Research Associate in Plant Physiology, Citrus Expt. Station. (Asst. Horticulturalist Fla. Agr. Exp. Station '15-'17.)

George Creary Hamilton, B.A.E. '22, Pace, Fla.

George DuRell Hamilton, B.S.C.E. '16, Marine Corps, Santo Domingo. 1st Lieut. U. S. Marine Corps. Aide-de-Camp to Brig. Gen. Harry Lee.

Henry Glenn Hamilton, B.S.A.E. '21, 221 West Main St., Gainesville, Fla. Instructor in Farm Management, Univ. of Fla. (M.S.A. '23. A. E. F. July '18-Feb. '19. Cor. Sec. Alumni Association.)

Thomas Hamilton, LL.B. '17, Clearwater, Fla. Lawyer. (B.S. Clemson Colege. Municipal Judge Clearwater. Former Asst. Plant Pathologist Fla. Ag. Expt. Sta.)

Ray Laforest Hamon, B.S.E. '22, Peabody College, Nashville, Tenn. Graduate Work at Peabody Col. (U. S. Army and A. E. F. Former Principal Leesburg City Schools.)

Edwin Birkett Hampton, A.B. '19, Gainesville, Fla. Lawyer. J.D. '20.

Fred Jordan Hampton, LL.B '15, Gaine.sville, Fla Lawyer. (A.B. Washington and Lee '11. 1st Lieut. 321st F. A. 82nd Div. World War.)

R. E. Hamrick, LL.B. '16, Okeechobee, Fla. Lawyer. (Former County School Supt.)

John Herndon Hansbrough, B.S.A. '24, 208 E. Park Ave., Tampa, Fla.

Kenneth Kalmar Hansen, A.B. '24, Box 652, Orlando, Fla. Asst. Advertising Mgr. Dept. Store.

Sigfred Christian Hansen, B.S.A. '20, Ft. Myers, Fla.

Charles Jay Hardee. LL.B. '21. W. F. S. Building, Tampa. Fla. Lawyer.

L. P. Hardee, LL.B. '10, Box 3515. St. Petersburg. Fla. Lawyer.

Robt. Turner Hargrave, B.S.C.E. '20, 609 E. 2d St., Ocala, Fla. Project Engineer, Fla. State Road Dept.

G. W. Harmony, A.B. '16, Perry, Fla. Cashier 1st Nat. Bank, Perry, Fla.

Sam Peebles Harn, B.S.A. '15, Gainesville, Fla. Salesman. (Asst. Quarantine Inspector, State Plant Board. U. S. Navy Dec. '17-March '19. Ensign Pay Corps U. S. N. R. F.)

Jonas Henry Harrell, LL.B. '18, Quincy, Fla. Lawyer. (Mem. Legislature 1925.)

A. Potts Harrison, A.B. 99. Lost.

George O. Harrison, B.S.E. '24, care of U. S. Patent Office, Washington, D. C.

W. T. Harrison, LL.B. '12, Palmetto, Fla. Lawyer, Circuit Judge 18th Circuit of Fla.

Gordon Hart, B.S. '17, Box 487, Tallahassee, Fla. Asst. State Chemist.

George William Hartman, B.S.C.E. '21, Engineering Dept. Tela R. R. Co., Tela, Honduras. Engineer.

Benjamin Dillon Hartridge, LL.B. '24, 1430 Park St., Jacksonville, Fla. Lawyer.

Hubert Arthur Haseltine, B.A.E. '22, 1023 22d Ave., Tampa, Fla. Teacher Hillsborough High School.

Harold C. Haskins. '99. Sanford. Fla. Assistant Postmaster.

Fritz Hatcher, B.S. '17, Gainesville, Fla. (Capt. Infantry World War.)

James Fulton Hatcher, B.S. '15, 1028 Chix Ave., Chickasha, Okla. Principal Chickasha

H. S. (A.B. U. of Okla. 1913. U. S. Navy Dec. 26, 1917-Feb. 7, 1919. Ensign U. S. N. R. F.)

Fons A. Hathaway, A.B. '02, Tallahassee, Fla. Sec. to Governor. (County Supt. Public Instruction. LL.D. U. of F.)

Lorenzo Dow Hathaway, '02, Brooksville, Fla. County Supt. Hernando Co.

William Bryon Hathaway, M.A. '18, Univ. of Fla., Gainesville, Fla. Asst. Prof. of Languages. ('06-'12, Principal Eustis, Ybor City, and Bonifay High Schools.)

Charles Roy Hauser, B.S.Ch.E. '23, 426 E. Market St., Iowa City, Iowa. Graduate Student U. of Iowa. (M.S. U. of F. '24.)

William Paul Hayman, B.S.A. '18, Winter Haven, Fla. District Manager Chase & Co. (U. S. Navy, World War '17-'18. Manager Winter Haven Branch Gulf Fert. Co.)

John Beach Hazard, B.S. '24, Univ. Station, Gainesville, Fla. Graduate Student U. of F.

Jay Love Hearin, B.S. '15, Quincy, Fla. Pres. Hearin Leaf Tobacco Co. (U. S. Army Aug. 23, 1917-Dec. 15, 1919. 2nd Lieut. Q. M. Corps.)

Lindley Heimburger, B.S. '01, 800 Citrus Exch. Bldg., Tampa, Fla. Horticulturalist and Agr. Eng. (M.S. U. of Fla. '05.)

Morris Heller, B.S.M.E. '19, San Rafael 242, Havana, Cuba. Asst. Purchasing Agent, General Sugar Co. (U. S. Army Aug. 1917-Dec. 1918. Ist. Lieut. Inf.)

E. B. Helm, B.S. '15, care of Johns Hopkins Univ., Baltimore, Md. Graduate Student Johns Hopkins Univ.

Roy Helm, A.B. '10, Hazard, Ky. Lawyer. (Rhodes Scholar 1911-14. Law degree Oxford 1913.)

George A. Helseth, B.S.A. '17, Vero, Fla. Supt. Indian River Fert. Co.

L. W. Helton, '98. Deceased.

Charles William Henderson, A.B. '13, Tampa, Fla.

Henry D. Henderson, '97, 4829 Delmar Blvd., St. Louis, Mo. Real Estate.

Robert Abner Henderson, Jr., LL.B. '14, Ft. Myers, Fla. Lawyer.

W. B. Henderson, A.B. '17, 7th Ave., Tampa Heights, Tampa, Fla. Salesman Building Material. (U. S. Army '17-'18. 1st Lieut. Inf. A. E. F.)

M. M. Hendry, '97. Deceased.

William Marion Hendry, LL.B. '24, care of T. M. Shackleford, Jr., Atty., 302 Citizens Bank Bldg., Tampa, Fla. Lawyer

Terrel Davis Henley, A.B. '23, Exchange Nat'l Bank, Tampa, Fla. Banking.

A. M. Henry, B.S. '06, U. S. Bureau of Chemistry, 134 S. 2nd St., Philadelphia, Pa. Chemist. (Bachelor of Forestry, Biltmore Forest School, 1922. Asst. State Chemist '16-'24.)

J. A. Herring, '01, Tampa, Fla. Appraiser of Customs.

Alva Louis Herzog, A.B. '10, Commercial Bldg., Savannah, Ga. Lawyer.

Harvey S. Hester, '14, Asheville, N. C. (1st Lt. in U. S. Army Aug. '17-May 5, '19.)

Carl Peter Heuch, B.S.A. '21, Lake Wales, Fla. Citrus Culture.

Clifford Rosswell Hiatt, B.S.A. '23, Ocala, Fla. County Agent Marion Co. (Manager Hernando Co. Creamery.)

Frederick W. L. Hill, B.S.E.E. '14, 2418 University Ave., New York City, N. Y. Electric Distribution Engineer for Electric Bond and Share Co., N. Y. (U. S. Army May 13, 1917-Dec. 20, 1918. 1st Lieut. 73d Engineers. Asst. Elec. Engr. Distribution Systems N. Y. Edison Co. 21-22.)

Sumter Brock Hill, B.S. '82, Maitland, Fla. Fruit Grower.

William L. Hill, LL.B. '14, Sec'y Senator D. U. Fletcher, 337 Senate Office Bldg., Washington, D. C.

Whitfield C. Hillyer, '90. Deceased.

Walter Budd Hilton, A.B.Ed., '11, 123 Main St., Whitesboro, N. Y. Pastor 1st Baptist Church. (Chaplain 1st Lieut. 108 F. A., 28th Div. Missionary Central America 1919-'20.)

Isaac I. Himes, A.B. '16, West Palm Beach, Fla. Public Accountant.

Elmer Dumond Hinckley, A.B. '24, care of Univ. of Chicago, Chicago, Ill. Student Univ. of Chicago.

Murphy Roy Hinson, A.B.E. '24, Peabody College, Nashville, Tenn. Graduate Student.

George Randolph Hitchcock, LL.B. '24, Bradenton, Fla. Lawyer.

Kenneth Clark Hitchcock, A.B. '18, 252 Asylum St., Hartford, Conn. Natureopathic.

F. R. Hocker, LL.B. '13, Ocala, Fla. Lawyer.

Lowell Mason Hodges, B.S.A. '19, Mound City, Mo. Teacher.

Leeson Arthur Hogarth, B.S.E.E. '22, Drawer T, West Palm Beach, Fla. Asst. Sec. & Treas. Palm Beach Guaranty Co.

Samuel Sprague Holden, B.S. '10, 149 Sunnyside Ave., Brooklyn, N. Y. Teacher. (U. S. Army 1918-'19. Inspection Dept. Signal Corps.)

Frank Lassiter Holland, B.S.A. '17, Lake Wales, Fla. Horticulturist for Florida Highlands Citrus Corp. (U. S. Army April 28, 1917-April 30, 1919. 1st Lieut. 102nd Inf., 26th Division A. E. F.)

Hurley Washington Holland, LL.B. '22, Box 1211, St. Petersburg, Fla. Lawyer. (U. S. Army 1917-1919.)

Spessard L. Holland, LL.B. '16, Bartow, Fla. Lawyer, County Judge. (Ph.B. Emory, 1912. Capt. C. A. C. 24th Aero Squadron World War. Awarded D. S. C. Oct. 1918, A. E. F. Pros. Atty. Polk Co. 1919-1921.)

C. I. Hollingsworth, A.B.E. '16, Arcadia, Fla. Supervising Principal Arcadia Schools. U. S. Navy Dec. 13, 1917-1919. Ensign Naval Overseas Transportation Service.)

Allen Tolar Hollinrake, A.B. '23, care of H. C. Tabor, Lake Worth, Fla. Publicity.

Seth Westlake Hollinrake, A.B. '20. Deceased.

Alonzo Hollowell, '90. Deceased.

Richard Parkhill Hopkins, A.B. '91, Live Oak, Fla. Railway Agent.

Wm. Barnes Hopkins, B.S.A. '20, Tallahassee, Fla. With Lewis State Bank. (2nd Lt. Infantry World War.)

Roy Belknap Hoskins, A.B. '23, 1102 Horatio St., Tampa, Fla. Traffic Assistant, Ocean Transportation

H. C. Houghtaling, B.S.A. '14, Mountain View, N. J. Sinclair Oil Co. Marine Dept.

E. F. Householder, LL.B. '13, Sanford, Fla. Lawyer, County Judge Seminole County.

F. L. Householder, LL.B. '17, Tallahassee, Fla. Lawyer.

George Leslie Howard, B.S. '11, Trilby, Fla. Railway Mail Clerk.

Homer Howard, B.S.E. '22, Sarasota, Fla. Lumber Dealer.

Percy Bernard Howell, LL.B. '17, Mayo, Fla. Lawyer.

Hsui Sheng Hua, M.A. '22, Tunghai, Yunnan, China. Teaching Pol. Sci. and Econ. in Tungaloo Univ., Yunnan, China.

Donald Hubbard, B.S. '23, Terra Ceia, Fla. (M.S. '24.)

McCoy Hubbard, B.S.E.E. '21, Terra Ceia, Fla. Engineer Southern Utilities Co.

Julia Bee Hubbel, A.B.E. '21. Commerce, Texas.

Richard M. Hudson, '89. Deceased.

Otis Pascal Huff, M.S. '17, Laurens, S. C. Lawyer. (A.B. '16, U. of Fla. LL.B. '22 U. of Fla. American Vice-Consul '22-23, Baghdad.)

Van Ellis Huff, B.S.C.E. '21, Box 46, Route A, Miami, Fla. Asst. Engineer, Dept. Public Service, Miami, Fla.

R. B. Huffaker, LL.B. '11, Bartow, Fla. Lawyer. (Mayor-Commissioner of Bartow. Pros. Atty. Polk Co. 1913-'19.)

Roy Elmer Huffman, '91. 410 American Bank Bldg., Los Angeles, Calif. U. S. Timber & Land Inspector.

Randall Hubert Hughes, B.S.E. '22, Ponce de Leon, Fla. Principal High School.

R. W. Humphries, B.S. '02. Killed during World War.

Frank Ritcher Hunter, B.S. '23, Ft. Myers, Fla. City Health Officer.

James B. Hunter, B.S.C.E. '11, Savannah, Ga. Ga. State Road Dept.

Edward Hughson Hurlebaus, B.S.A. '20, Box 963, Clearwater, Fla. Horticulturalist and Salesman Gulf Fert. Co.

Huber C. Hurst, A.B.S.S. '24, 124 Florida Court, Gainesville, Fla. Law Student U. of F.

I. M. Hyde, '03. Lost.

Robert Newell Ingersoll, '92, care of Milton Bradley Co., Springfield, Mass. Asst. General Manager Milton Bradley Co. (Director Milton Bradley Co. and McLoughlin Bros., Publishers.)

H. A. Ives, B.S. '03, 15 Forrest Ave., Jacksonville, Fla. Physician. (M.D. Jefferson Med. Col. '07.)

Washington Mackey Ives, A.B. '97, Lake City, Fla. Physician. (M.D. Vanderbilt, '01.)

Alford Montgomery Jackson, B.S. '04, 410 First National Bank Bldg., Miami, Fla. Dentist.

Andrew Charles Jackson, B.S. '16, Madison, Fla. Bookkeeper Fla. Nat'l Bank, Madison, Florida.

T. U. Jackson, B.S.A. '15, Lake Stearns, Fla. Groveland townsite mgr. (2nd Lt. F. A. World War, March '18-Dec. '18.)

William Kenneth Jackson, B.S. '04, care of United Fruit Co., 131 State St., Boston,

Mass. General Attorney for Tropical Div. United Fruit Co. (LL.B. U. of Va. '08. Captain Chem. Warfare Service 1918.)

Ollie M. Jacobie, '05, Box 341, Marianna, Fla. Traveling Salesman.

Joseph Ernest Jacobson, B.S. '12, Miami, Fla. Druggist.

Robert Lee Jarrell, A.B. '13, 12 Rue Gallion, Paris, France. Broker. (LL.B. '15.)

Isaac Cheyney Jenkins, M.A. '06, Orlando, Fla. Methodist Minister. (A. B. Emory '96. M.A. Birmingham Southern '01. Trustee Emory University '18-'26.)

Benjamin Lott Jennings, LL.B. '23, Okeechobee, Fla. Lawyer, Jennings & Jennings.

Lester Windsor Jennings, LL.B. '23, Okeechobee, Fla. Lawyer, Jennings & Jennings. (Member Legislature '25.)

E. H. Jernigan, '99, Quincy, Fla. Furniture dealer.

Walter Burns Jernigan, '01, care of U. S. Customs, P. O. Box 43, Tampa, Fla. U. S. Customs Officer.

William Persons Jernigan, B.S. '18, Canal Point, Fla. Mill Supt. Fla. Sugar & Food Products Co. (Chemist Cuba Cane Sugar Co. '19-'22.)

Everett M. Johns, LL.B. '15, Starke, Fla. Lawyer. (Member State Legislature 1920-'25.)

Charles McCoy Johnson, B.S.A. '19, Box 382, Miami, Fla. Lawyer. (U. S. Army Oct. 11. 1918-Jan. 15. 1919. 2nd Lt. I. R. C.)

Charles Ward Johnson, LL.B. '23, Largo, Fla. Lawyer. (S. A. T. C. Oct. 11, 1918-Jan. 15, 1919. 2nd Lieut. I. A. C.)

Clifton Drew Johnson, A.B. '21, 806 Drew St., Jacksonville, Fla. Principal High School.

Henry Cecil Johnson, B.S.E. '22, Lake City, Fla. Principal High School. (Principal Alachua High '22-'23.)

J. A. Johnson. B.S.A. '17. Deceased.

J. K. Johnson, B.S. '94, Sunnyvale, Calif. Lt. Col. U. S. Army.

Lee Johnson, LL.B. '16, 206 Bakewell Bldg., Pittsburgh, Pa. Lawyer.

Pat Johnston, LL.B. '11, Kissimmee, Fla. Lawyer.

A. Dania Jones, '87. Lost.

John A. Jones, '92. Deceased.

John McHenry Jones, LL.B. '23, Pensacola, Fla. Lawyer.

Milton Homer Jones, LL.B. '20, Clearwater, Fla. Lawyer. (U. S. Army Dec. 7, 1917-July 23, 1919. Quartermaster Corps A. E. F. June 6, 1918-July 17, 1919.)

W. A. Jones, '01. Deceased.

Adrian Crenshaw Jordan, B.S. '05, Punta Gorda, Fla. Citrus Grower.

Ralph Leslie Joyner, B.S.E.E. '15, 8th Field Artillery, Schofield Barracks, Hawaii. Captain Field Artillery.

Raynold Henry Juve, G.F. '22. Route 1, Box 24, Vero, Fla. Fruit Grower.

Raymond Kay, A.B. '09. Deceased.

Algernon Keathley, '01. Brooksville, Fla. Postmaster.

H. G. Keen, '98. Deceased.

James Velma Keen, LL.B. '22, Sarasota, Fla. Lawyer.

S. S. Keen, LL.B. '12, Lake City, Fla. Lawyer.

William Harrington Keen, B.S.C.E. '24, 215 Palm Ave., Sarasota, Fla. Civil Engineer, City of Sarasota.

Eustace Erb Keller, B.S. '94, 15 N. 48 St., Merchantville, N. J. Teaching, Central High School, Philadelphia, Pa. (Capt. Engineers, U. S. A. '18-'19.)

Frank Marion Keller, B.S.C.E. '23; Wilson Dam, Florence, Ala. Junior Civil Engineer.

Thomas Floyd Kennan, B.S. '23, St. Regis Falls, N. Y. Teacher.

Walker M. Kennedy, LL.B. '13, Tavares, Fla. Lawyer.

Selden Gourley Kent, B.S.E.E. '20, Box 447, Cocoanut Grove, Fla. With Electrical Equipment Co., Miami, Fla.

Fred Kilgore, B.S.E.E. '23. Clearwater, Fla.

Charles Davidson Kime, B.S. '12, Box 22, Orlando, Fla. County Agent.

A. H. King. B.S. '82, 1910 St. Johns Ave., Jacksonville. Fla. Lawyer.

Roswell King, LL.B. '12, 2020 St. Johns Ave., Jacksonville, Fla. Lawyer. (U. S. Army May 11, 1917-April 10, 1919. Captain Infantry and Tank Corps. A .E. F., Croix de Guerre, Councilman Jacksonville.)

Rufus L. King, B.S.A. '11, Troy. Ala. County Agent Pike County. (County Agent Alachua Co. Fla. '22.)

W. F. King, '92, Baker, Fla.

Walter Russell King, A.B. '23, Ft. Pierce, Fla. Teaching.

G. C. Kirkland. B.S. '03, 205 Virginia Ave., Miami, Fla. Real Estate Business.

James Harold Klock, A.B. '22, 1614 N. Carolina St., Baltimore, Md. Dental Student.

Albion W. Knight, LL.B. '14, 3223 St. Johns Ave., Jacksonville, Fla. Lawyer. (Past Pres. Jacksonville Bar Assn.)

Daniel Burnett Knight, B.S.E.E. '21, Ft. Benning, Ga. 1st Lieut. U. S. Army.

Eury Martin Knight, LL.B. '23, Lakeland, Fla. Lawyer. (U. S. Navy Pay Clerk 1918-19.)

Harry Robart Knight, '00, Palatka, Fla. (Capt. E. O. R. C., U. S. A. 1917-1919.)

Fred L. Knowles, B.S. '18, Department of Publicity, Westinghouse Electric & Mfg. Co., East Pittsburgh, Pa. Publicity Engineer.

Gordon Brown Knowles, A.B. '15, Bradentown, Fla. Lawyer. (LL.B. '16. U. S. Army July 1917-'19. 2nd Lieut. Inf. A. E. F. Prosc. Atty Manatee Co. '21-'23. States Atty. 18th Jud. Circ. '23.)

Philip Kranshaw, LL.B. '17, Napierville, Ill. News Dealer. (U. S. Army Oct. 1, 1918-March 10, '19.)

William Porter Ladd, Jr., B.S.E.E. '23, 77 E. Hancloch St., Detroit, Mich.

Lincoln Syndor Laffitte, A.B. '13, 4401 Market St., Philadelphia, Pa.

Herbert Lamson, LL.B. '16, 2901 Oak St., Jacksonville, Fla. Lawyer. (U. S. Naval Reserve Force April 10, 1917-March 22, 1919, Pay Clerk.)

W. C. Langford, '99. Deceased.

B. G. Langston, LL.B. '13, Williston, Fla. Lawyer-Teacher.

C. C. LaRoche, B.S.M.E. '14. Killed by natives in Philippine Islands Oct. 1918.

Charles Larson, B.S.E.E. '09, Lakeland, Fla. Supt. Light and Water Dept., Lakeland, Fla.

Tse Lauphit, B.S.A. '19, Canton, China.

E. A. Law, '96, Bartow. Fla. Dentist.

Samuel Watson Lawler, LL.B. '13, Fort Myers, Fla. Lawyer.

J. E. Layne, A.B. '96. Deceased.

W. C. Lee, '01. Deceased.

Edwin Rufus Leighton, '91, Ortega, Fla. Conductor F. E. C. R. R.

Daniel Ley Leisher, B.S.C.E. '22, Wabasso, Fla. Engineer.

Jose de Sampio Leite, B.S.C.E. '21, Serra Agal, Estado de Sau Paulo, Brazil. Manager of Coffee Plantation in Serra Agul, Sao Paulo.

Sumter Leitner, A.B. '13. Arcadia. Fla. LL.B. '15. Lawyer.

Paul Earnest Leland, B.S.E.E. '23, St. Petersburg, Fla.

J. Lancelot Lester, LL.B. '11, Key West, Fla. Lawyer.

Norris Kessler Levis, B.S. '18, care of Marsh & McLennan, 175 W. Jackson Blvd., Chicago, Ill. Marine Insurance Brokerage. (2nd Lieut. U. S. A. 5-15-18 - 3-3-19. 13th Co., 161st Depot Brigade.)

Roger Kenneth Lewis, LL.B. '24, 105 N. Sapodilla St., West Palm Beach, Fla. Lawyer.

Cecil Houston Lichliter, LL.B. '20, 323 Graham Bldg., Jacksonville, Fla. Lawyer. (1st Lieut. U. S. A. May 11, 1917-1919. A. E. F. Service 3d Btn. 124 Inf.)

John Walker Liddon, LL.B. '21, Ft. Pierce, Fla. Lawyer.

Henry Franklin Lilienthal, LL.B. '24, Ortega, Fla. Lawyer.

Carl Temple Link, B.S.A. '22, Box 252, Orlando, Fla. (Assistant Experiment Station Pathologist. Plant Board.)

Leon Nathaniel Lischkoff, LL.B. '14, 218-221 Townley Bldg., Miami, Fla. Lawyer. (Sgt. Air Service '17-Dec. '18 U. S. Commissioner. Judge of Criminal Cases.)

John Peyton Little, Jr., B.S.E.E. '20, Univ. of Fla. Gainesville, Fla. Instructor at U. of Fla. (Graduate Student Cornell University. U. S. A. Infantry May 25, 1918-May 23, 1919. A. E. F.)

Robert Gaston Little, LL.B. '23, Orlando, Fla. Lawyer.

Joseph Byrne Lockey, '97, 855 North Vermont Ave., Los Angeles, Calif. Assistant Professor of History. Univ. of Calif. Southern Branch. (1st Lieut. 49th Inf. A. E. F. 1917-1919.)

Ulphian Carr Loftin, M.S. '13, Tlahualilo, Dgo Mexico. Farm Manager, Mexico.

A. W. Lohman, '98. Lost.

Charles Rudolph Lohmeyer, LL.B. '22, care of Graham Bldg., Jacksonville, Fla.

Clifton Worth Long, B.S.A. '17, Trenton, Fla. Principal and SmithHughes Teacher at Trenton. (Asst. Paymaster in the U. S. Navy.)

A. A. Lotspeich, LL.B. '16, Anderson, S.C.

E. C. Love, A.B. '91, Quincy, Fla. Lawyer. (Circuit Judge, 2d Judicial Circuit.)

James D. Love, A.B. '91, 501 Laura St., Jacksonville, Fla. Physician. (M.D. Univ. of Maryland '97.)

Virgil Scott Lowe, '02, Key West, Fla. County Supt. of Public Instruction.
Fred Eugene Lykes, '94, 84 Edwin Place, Asheville, N. C. Brokerage and Cattle Business.
Charles M. Lynch, '93, Savannah, Ga. District Mgr. Jefferson Standard Life Insurance Co.
George McCrary Lynch, '91, St. Petersburg, Fla. Supt. City Schools. (Y. M. C. A. Sec. in World War.)
Solomon Maas, '01, Box 318, Tampa, Fla. Merchant.
H. M. Mabry, LL.B. '04. Deceased.
Ira McAlpin, A.B. '17, Dade City, Fla. Teacher.
Frank Duncan McArthur, '98, 515 First Natl. Bank Bldg., Birmingham, Ala. Lawyer.
Gertrude McArthur, M.A.E. '21, 106 Morningside Drive, Apartment 31, New York City.
James Neville McArthur, B.S.A.E. '22, Lemon City, Fla. Div. of Agren., Dade Co. Agricultural High School.
Joseph Maxwell McArthur, '94, Hewitt Co., Spartanburg, S.C. Campaign Director with the Hewitt Co., Spartanburg, S. C.
William Harry McBride, B.S.A. '22, Seville, Fla. Farmer.
T. E. McCall, A.B. '16, White Springs, Fla. Teacher.
Hugh Haynesworth McCallum, B.S.C.E. '19, Jamieson, Fla. Supt. Fullers Earth Mine and Mill Co.
James M. McCaskill, LL.B. '13, Ralston Bldg., Miami, Fla. Lawyer.
George Miles McLendon, B.S.E. '22. Deceased.
Robert Bryan McCord, A.B. '05, Ormewood Court, Atlanta, Ga. State Superintendent Ga. Children's Home Society.
Edward Porter McCorkle, LL.B. '24, 219 W. Orange St., Lakeland, Fla. Lawyer.
Jackson Henson McDonald, B.S.A.E. '24, Stuart, Fla. Manual Training Teacher of Stuart High School.
C. D. McDowell, B.S.A. '15, R. F. D. No. 3, Bartow, Fla. Chemist Southern Phos. Corp. (World War 1918-19.)
David Franklin McDowell, A.B. '24, Quitman, Ga.
Norris McElya, B.S. '16, 239 Central Arcade Bldg., Miami, Fla. Lawyer. (LL.B. '17 U. of F., Representative 1925 from Dade County, 1st Lt. 327th Inf. 164th Br., 82nd Div. A. E. F. May 13, 1917-June 14, 1919, cited for Gallantry in Action.)
Paul D. McGarry, LL.B. '14, 104-105 Graham Bldg., Jacksonville, Fla. Lawyer.
Clyde Royston McGinnis, '98. Avon Park, Fla.
Sam W. McInnis, A.B.E. '23, Wauchula, Fla. Prin. Wauchula High School.
Stuart McIntosh, B.S.M.E. '13, Waco, Texas.
Glenn Elisha McKay, A.B.E. '22, Sanford, Fla. Prin. Sanford H. S.
Mrs. Katherine Elizabeth McKay, A.B.E. '21, Sanford, Fla. H. S. Teacher, Sanford.
George Robertson McKean, A.B. '96, 305 Citrus Exchange Bldg., Tampa, Fla. Florida Investments. (Pres. Alumni Assn. '24-'25.)
Wallace Alexander McKey, B.S.C.E. '21, Palnt City, Fla. S. A. L. Ry. Land Appraiser.
Ian Hart McKillop, LL.B. '22, P.O. Box 25, Winter Haven, Fla. Lawyer.
Clarence E. McKinnon, '01, Panama Park, Jacksonville, Fla. Osteopath.
John Curtis McKinnon, '02, care of Fidelity Mutual Life Ins. Co., 11th Floor McGlown Bowen Bldg., Atlanta. Ga Life Insurance Underwriter.
John Love McKinnon, '03, DeFuniak Springs, Fla. Farmer.
Joseph Alexander McKinnon, '03, DeFuniak Springs, Fla. Teacher.
Eldridge Franklin McLane, A.B.E. '22, Palatka, Fla. Principal of H. S. (U. S. A. 156th Act. Bri., 81st Div. A. E. F. April 27, 1918-1919.)
James C. McMillan, B.S. '10, 671 Capital Ave., Atlanta, Ga. Factory Supt. Atlanta Refinery International Vegetable Oil Co.
Chester Bartow McMullen, LL.B. '24, Clearwater, Fla. Lawyer.
Edwin Wallace McMullen, '01, Clearwater, Fla. Supt. City Schools of Clearwater, Fla.
Melvin Arthur McMullen, LL.B. '12, Clearwater, Fla. Circuit Judge 6th Circuit. (Life Member Alumni Association.)
P. R. McMullen, B.S.A. '17, Largo, Fla. Salesman. (2nd Lieut. Machine Gun Section May 15, 1918-Jan. 11. 1919 World War.)
W. A. McMullen, '05, Clearwater, Fla.
M. C. McNeill, B.S.C.E. '14, Tallahassee, Fla.
Robert J. McPherson, B.S.A. '15. Deceased.
LeRoy De Villa McRae, '02, Chipley, Fla Lawyer.
Daniel L. McSwain, '90, Arcadia, Fla. Physician.

Edwin Ellis Macy, A.B. '11, Madison, Fla. M.A. '12. Teacher Madison Normal School. (Publisher of the Eau Gallie Record.)

William McKee Madison, LL.B. '21, 402-404 Atlantic National Bank Bldg., Jacksonville, Fla. Lawyer. (Apprentice Seaman U. S. N. R. Oct. 17, 1918-Dec. 20, 1918.)

E. M. Magaha, LL.B. '13, Milton, Fla. Lawyer.

Charles Hugh Maguire, LL.B. '15, Orlando, Fla. Lawyer. (Vice President of Alumni Assoc. Student Aviator U. S. N. 1918-19.)

T. C. Maguire, B.S. '05, Plant City, Fla. Physician and Surgeon.

Wade Douglass Mahannah, B.S.E.E. '23, Ft. Lauderdale, Fla.

William Lacy Mahon, LL.B. '18, 210 Graham Bldg., Jacksonville, Fla. Lawyer.

William Henry Mahoney, B.S.A. '21, Leesburg, Fla. Manager of Treasure Island Grove.

Clarence B. Maloney, M.S. '18, Longswood, Md. Rancher.

Ojus Malphurs, B.S.Ch.E. '24, High Springs, Fla.

James Walter Malsby, M.A. '97, Station E, Route 5, E. Broad St., Columbus, Ohio. President and General Manager of the Buckeye Gas Mantle Mfg. Co.

Otto Manecke, B.S.A. '18, Brooksville, Fla.

Charles Madison Mann, B.S.A. '17, P. O. Box 212, Jacksonville, Fla. Asst. Treasurer Commodore Point Term. Co. (Inf. U. S. A. Aug. 4, 1918-1919.)

Merton M. Mann, A.B. '01, care of Trimble & Co., Architects, Orlando, Fla.

Joseph Henson Markham, A.B. '24, S. A. E. House, Gainesville, Fla. Law Student U. of Fla.

Ralph Angelo Marsicano, LL.B. '23, 733 Henderson Ave., Tampa, Fla. Lawyer.

Grant Arthur Martell, B.S.A. '24, Fellsmere, Fla.

Wyatt B. Martin, A.B. '09, R. R. No. 2, Box 300, Jacksonville, Fla. Lumberman.

Charles Andrew Martini, B.S.A. '14, Bradentown, Fla. Real Estate Salesman. (M.S.A. Iowa State College, '17.)

Arthur Chas. Mason, M.S. '15, Box 576, Lindsay, Calif. Entomologist U. S. D. A. Investigation on citrus insects in Calif (Med. Corps Sept. 18, 1917-Dec. 31, 1918 U. S. A.)

Frederick Rankin Mason, A.B. '15, 127 Kings Highway, Decatur, Ga.

Herbert Stockton Massey, B.S. '22, Dade City, Fla. Asst. Manager Sunny Brook Tobacco Co.

Alfonso Ferraro Massaro, B.S. '20, West Tampa, Fla.

Edward Lee Mathews, B.S.A. '23, Aucilla, Fla. H. S. Principal.

Bascom Verando Mathis, LL.B. '13, Youngstown, Fla. Lawyer.

Thomas Otis Mathis, A.B.S.S. '24, Paxton, Fla.

Marion Brooks Matlack, B.S. '21, Fellow in Chemistry, U. of F., Gainesville, Fla.

Philip Stockton May, A.B. '11, 5014 St. Johns Ave., Jacksonville, Fla. (LL.B. '15, U. of Fla. Attorney. 1st Lt. Field Art. A. E. F. 8-27-17 - 2-17-19.)

Melvin Meek, '04, Ocilla, Fla. Lawyer.

Benjamin Andrews Meginnis, A.B. '03, Tallahassee, Fla. Lawyer, Mayor of Tallahassee. (Lawyer for State Road Dept.)

Frederick Harvey Mellor, LL.B. '21, Ft. Myers, Fla. Lawyer.

John William Mellor, B.S.Ch.E. '24, care of Western Electric Co., Hawthorne Station, Chicago, Ill.

Harry McCreary Merchant, B.S. '21, Med. College, Tulane Univ., New Orleans, La. Student Medicine.

J. R. Merchant, '01. Deceased

Thos. Curry Merchant, '04, Madison, Fla. Newspaper Owner and Editor of the Enterprise-Recorder.

Frank Garner Merrin, B.S.A. '18, Plant City, Fla. Fert. Salesman, Wilson & Toomer Fert. Co. (2nd Lt. F. A., U. S. A. May 15, 1918-Dec. 12, 1918.)

James Frank Merrin, A.B. '22, Gainesville, Fla., Minister. (2nd Lt. Inf. A. E. F. 1917-1919.)

M. Luther Mershon, LL.B. '12, Burdine Bldg., Miami, Fla. Attorney. (2nd Lieut. Inf. U. S. A. May 15, '18-Dec. 31, '18.)

W. Blount Meyers, LL.B. '16, Tallahassee, Fla. Lawyer. (2nd Lieut. Aviation World War.)

Wm. Sylvester Middleton, A.B. '24, Pomona, Fla. Citrus Grower. (Instructor Gen. Ext. Div., Gainesville, Fla.)

B. M. Milan, '85. Deceased.

Bob Richardson Milam, A.B. '85, 2855 St. Johns Ave., Jacksonville, Fla. Attorney.

George Walton Milam, A.B. '22, care of Milam & Milam, Nat. Bank Bldg., Jacksonville, Fla. J.D. '24. Lawyer.

A. H. Miller, '89, Millville, Fla.

Arthur Snowden Miller, B.S. '01, 425 S. W. Eighth St., Des Moines, Iowa. Manufacturing and Welding Repairing. (Ensign U. S. N. R. F. 1918-1919.)

Benjamin F. Miller, '90, Gainesvile, Fla.

J. A. Miller, B.S.A. '14, 16 S. Ft. Harrison, Clearwater, Fla. Real Estate.

J. H. B. Miller, '89, Milligan, Fla.

J. R. Miller, L.I. '06, Lloyd, Fla. Route 1.

Oscar Samuel Miller, A.B. '12, Moore Haven, Fla. LL.B. '13. Lawyer. (Captain Machine Gun Co. June 12, '18-Nov. 29, '18.)

Robert Glover Miller, A.B. '23, Box 1326, Daytona, Fla. Mgr. Miller Publishing Co.

James Thomas Mitchell, B.S. '04, Bainbridge, Ga. Gen. Mgr. Bainbridge Power Co.

W. H. Mitchell, B.S. '04, Lakeland, Fla. Dentist.

M. E. Mixon, '82, Williston, Fla.

J. A. Mixson, A.B. '77. Williston, Fla. Capt. U. S. Marines.

P. D. Mobley, LL.B. '14. Deceased.

R. C. Mobley, '02. Lost.

Charles M. Moon, LL.B. '12, care of White Motor Co., Baltimore, Md. Attorney. (1st Lieut. A.S.A. May 1917-Feb. 1919.)

John L. Moore, '04, DeFuniak Springs, Fla. Lawyer. (A.B. Peabody College. LL.B. Vanderbilt.)

Samuel Wallace Moore, '99, 26 E. Main St., Brazil, Ind.

T. W. Moore, LL.B. '14, care of Railway Mail Service, City P. O. Washington, D. C. Ry. Mail Service U. S. Gov.

Walter Taylor Moore, Jr., LL.B. '18, Tallahassee, Fla. Lawyer. (County Judge of Leon Co.)

J. R. Moorhead, B.S.C.E. '21, Melbourne, Fla. With Harry B. Smith, Engineers.

Marcus Lipscomb Moreman, B.S. '07, Switzerland, Fla. Orange Grower. (2nd Lt. Coast Art., A. E. F. Aug. 27, '18-March 31, '19.)

Charles Edgar Morgan, B.S. '22, 1760 Kenyon St., N. W., Washington, D. C. Chemist U. S. D. A.

Irvin Morgan, A.B. '95, Jacksonville, Fla.

Lloyd Morgan, A.B. '01, Peninsular Casualty Bldg., Jacksonville, Fla.

Lloyd Zaner Morgan, LL.B. '20, 403 Graham Bldg., Jacksonville, Fla.

Lorenzo L. Morgan, '86. Deceased.

Louis R. Morgan, B.A. '13, Arcadia, Fla. Hardware business and orange growing and shipping.

James B. Morrison, '05. Deceased.

John M. Morrison, '00. Deceased.

C. S. Mountein, '99. Dothan, Ala.

Martin Hartwell Moyer, B.A.Ed. '22, Bonifay, Fla. Principal Bonifay H. S.

Warren A. Munsell, B.S. '06. Deceased.

Albert Meyers Musser, B.S.A. '18, S.C. Expt. Station, Clemson College, S. C. Assoc. Hort. S. C. Expt. Sta.

Marvin L. Neal, M.A. '13. Lost.

Gideon E. Nelson, B.S.E. '16, Box 527, Jacksonville, Fla. Const. Engineer.

L. B. Newman, LL.B. '15, 1354 Hubbard St., Jacksonville, Fla. Lawyer. (1st Lieut. M. T. C., A. E. F. 5-18-17 - 1919.)

Cecil Howard Nichols, B.S.A.E. '21, R. D. No. 1, Clearfield, Pa. Assist. Mgr. Kurtz Stationery Store.

P. C. Nickerson, '01, Jacksonville, Fla.

Alf. R. Nielsen, A.B. '07, West Palm Beach, Fla. Supt. Loxahatchee Farms.

T. A. Nilson, B.S. '01. Deceased.

Jesse Carlisle Nixson, M.A. '17, Ensley, Ala.

Robert Emmett Nolen, B.S.A. '20, Kappa Sigma House, Gainesville, Fla. Graduate Asst. Exp. Sta. (2nd Lieut. Infantry U. S. Army Aug. 1, 1918-Dec. 23, 1918.)

Oscar Harris Norton, LL.B. '21, 316 Curry Bldg., Tampa, Fla. Lawyer.

Horace O'Bryant, B.S.E. '22, Oxford, Fla.

Frank McCord O'Byrne, M.S. '13, Lake Wales, Fla. Nurseryman. (State Nursery Inspector, State Plant Board '15-'25.)

Emery Sharon Odom, B.S.A.E. '22, Munson, Fla.

Claude St. Clair Ogilvie, A.B. '18. Ft. Myers, Fla. Lawyer. (Ensign U. S. N. May 1918-Jan. '19. LL.B. Harvard Univ. '24.)

P. C. O'Haver, M.A. '13, Punta Gorda, Fla. Teacher.

F. M. Oliver, A.B. '93, Citizens Trust Bldg., Savannah, Ga. Lawyer.

H. K. Olliphant, Jr., LL.B. '16. Bartow, Fla. Lawyer.

Aubrey Cartwright Ormsby, B.S.A. '24, Larkins, Fla. Teaching.

Henry Plant Osborne, LL.B. '11, 804 Atlantic Natl. Bank Bldg., Jacksonville, Fla. Lawyer. (U. S. Army Dec. '17-Dec. '18. 2nd Lt. Air Service. A.B. North Carolina '09.)

Thomas Osgood Otto, Jr., B.S. '21, Univ. of Va., Charlottesville, Va. Medical Student.

Charles Henry Overman, B.S.C.E. '11, Bagdad, Fla. Engineering. (C. E. '23. 2nd Lt. Engineers Officers Res. Corps. May '17-Dec. '17.)

Frank Emery Owens, LL.B. '14, Eustis, Fla. Real Estate Developer.

Sidney Daniel Padgett, A.B. '17, Lake Butler, Fla. Principal Union Co. High School.

G. O. Palmer. A.B. '01, P. O. Box 536, Miami, Fla. Lawyer.

Thomas Meyers Palmer, A.B. '20, 519 N. Wolfe St., Baltimore, Md. Medical Student Johns Hopkins.

B. K. Pancoast, B.S.A. '17, Seffner, Fla.

L. G. Papy, A.B. '00, Bainbridge, Ga. Secy. & Treas. and Purchasing Agent Ga., Fla. and Ala. Ry. Co.

Wallace Cecil Parham, B.S.E.E. '14, General Electric Co., Provident Bank Bldg., Cincinnati, Ohio. District Switchboard Specialist, Gen. Elec. Co. (U. S. Army April. '18-'19 Master Engineer 488th Engineers.)

Charles William Parish, B.S. '04. Parish, Fla. Postmaster and Farmer.

M. A. Parish, '92, Argyle, Fla.

Francis Webb Parker, A.B. '23, Citizens Am. Bk. & Trust Co., Tampa, Fla. Bond Dept. Citizens Bank & Trust Co.

Thomas E. Pasteur, '89. Deceased.

L. T. Patillo, A.B. '01, Atlanta, Ga. Physician.

Geo. C. Patten. '89, Key West. Fla.

D. F. Pattishall, B.S. '05. Deceased.

Earle Barber Paxton, B.S.E.E. '20, care of Gen. Elec. Co., Schenectady, N. Y. General Engineering Dept., Gen. Elec. Co.

Leonard Rupert Paxton, '01, Titusville, Fla. County Surveyor, Broward Co.

Walter D. Payne, LL.B. '17, Lawyers Bldg., Miami, Fla. Lawyer. (Life member of Alumni Association.)

A. J. Peacock, B.S. '16, 906 N. Collins St., Plant City, Fla. Smith-Hughes Teacher.

Samuel Clarence Peacock, LL.B. '21, Seward St., Evanston, Ill. Lawyer.

Porter Lee Peaden, B.A.E. '22, Live Oak, Fla. Principal Suwannee High School.

Eugene C. Peek, '04, Ocala, Fla. Physician and Surgeon. (M.D., Med. Col. of State of S. C. '10. Ex-Mayor of Ocala. Member State Board of Medical Examiners.)

Earl Edward Peeples, B.S.E.E. '24, Westinghouse Elec. & Mfg. Co., care of Educational Dept., East Pittsburgh, Pa. Graduate student with Westinghouse.

G. B. Perkins, A.B., '91, Tallahassee, Fla. Lawyer and Real Estate Dealer.

Lawrence A. Perkins, A.B., '12, 217 E. First St., Jacksonville, Fla. Asst. Cashier Barnett National Bank.

Ralph Parker Perkins, B.S.Ch.E., '23, Y. M. C. A., Jacksonville, Fla. Chemist Florida Cotton Oil Co.

D. S. Perry, B.S.C.E., '11, Box 753, Miami, Fla. Engineer.

P. R. Perry, LL.B., '14, St. Augusine, Fla. Lawyer. (U. S. Naval Reserve Forces Apr. '17-Dec.'18, Ensign.)

Wallace Frederick Perry, LL.B., '19, 402-3 Lawyers Bldg., Miami, Fla. Lawyer.

Emmett Key Perryman, LL.B., '20, Starke, Fla. Lawyer. (Ph.B. Emory '13. U. S. Army Oct. '17 to Dec. '18, 1st Lt. Infantry.)

R. F. Persons, A.B., '98, Fort White, Fla. Merchant.

Weldon Edwards Person, '98, Candler Bldg., Atlanta, Ga. Prof. of Surgery Emory Univ. (M.D., Emory, '01. Major Medical Corps U. S. Army, World War.)

J. Hardin Peterson, LL.B., '14, Lakeland, Fla. Lawyer. (Prosecuting Atty. Polk Co. '21-'22. City Atty. Lakeland '16-'22.)

Hubert C. Petteway, LL.B., '15, Lakeland, Fla. Lawyer, Municipal Judge. (Graduated U. of N. C. '13.)

Walter Raleigh Petteway, LL.B., '15, Petteway Bldg., Tampa, Fla. Lawyer and Judge Hillsborough County Juvenile Court. (A.B., U. of N. C. '13. U. S. Army Field Art. Sept. 30, 1918 to Dec. 1, 1918.)

J. L. Pherigo, '02. Deceased.

A. Edwin Philips, LL.B., '12, 15 Chase St., Westfield, N. Y. General Sales Mgr. Welch Grape Juice Co.

C. M. Phipps, LL.B., '13, P. O. Box 824, Tampa, Fla. Lawyer. U. S. Army Aug. '17-Dec. '18. Captain Field Artillery.)

Robert Samuel Pierce, Jr., A.B., '24, S. A. E. House, Gainesville, Fla. Law Student U. of F.

Arthur Robert Pinkerton, LL.B., '16, Sulphur Springs, Fla. Lawyer and Justice of Peace. (Treasurer and Director Gateway Development Co., and Director Steven Pyrites Pressed Brick Co.)

Deoclecio de Oliveria Pinto, B.S., '19, S. Carlos, S. Paulo, Brazil.

Jesse Alexander Pitts, B.S., '98, 204 Old Custom House, 3rd and Olive Sts., St. Louis, Mo. Food Inspector, U. S. Dept. of Agri.

James Frederick Pixton, B.S., '04, Fort Myers, Fla. Life Insurance.

Finis Plank, '97, Route 1, Zephyrhills, Fla. Farmer.

Wm. A. Platt, '88. Deceased.

Geo. R. Plummer, B.S., '88, 504 Simonton St., Key West, Fla. Physician and Surgeon.

John Carter Polhill, J.D., '24, Clearwater, Fla. Lawyer.

Stewart Lines Pomeroy, B.S.C.E., '24, 1852 Laura St., Jacksonville, Fla. Student Engineer, Stone & Webster.

Wm. Harold Pomeroy, B.S.A., '24, 32 E. Concord Ave., Orlando, Fla. Citrus Grower.

Jos. Clayton Poppell, LL.B., '14, Plant City, Fla. Lawyer. (Atty. for City of Plant City and Farmers & Merchants Bank. Supt. Public Instruction, Bradford Co. 1908-1912.)

Thomas Jay Poppell, A.B., '15, 111 S. Mesa Ave., El Paso, Texas. Retail Furniture Business.

E. O. Powers, '95. Deceased.

Hubert Giles Powell, B.S.A., '20, St. Augustine, Fla. (A. E. F.)

Larrell Bettess Pratt, B.S.E.E., '20, Ortega, Fla. Drafting, County Engineer's Office.

Ford Lewis Prescott, B.S.M.E., '23, c/o Southern Utilities Co., Palatka, Fla. With Southern Utilities Co.

I. O. Prevatt, '98, 3129 Orange Park Road, Jacksonville, Fla. Deputy Collector, Income Tax.

John Carey Price, B.S.C.E., '14, Box 202, Kingsport, Tenn. Chief Engineer for Kingsport Improvement Corp. and Kingsport Utilities, Inc.

Joshua Marvin Price, A.B., '00, Live Oak, Fla. Physician. (M.D., Tulane Univ., '04.)

W. Clinton Price, LL.B., '12, Southern Bank and Trust Co. Bldg., Miami, Fla. Lawyer.

Thomas Pitts Pruitt, LL.B., '14, Hickory, N. C. Lawyer. (Former Municipal Judge.)

George Washington Pryor, B.S.A., '24, Laurel Hill, Fla. Smith-Hughes Teacher.

Altius Lucius Quaintance, B.S. '93, 1807 Phelps Place, Washington, D. C. Entomologist U. S. D. A.

Charles Chester Quaintance, B.S., '04, 215 West 9th St., Jacksonville. Pharmacist.

Edward Botsford Quinan, LL.B., '21, Box 953, Miami, Fla. Attorney.

Bertel Nelson Raa, A.B., '22, Tallahassee, Fla.

R. D. Rader, B.S., '10, 721 9th Ave., Helena, Mont. Highway Engineer. (Major 314th Engineers, 89th Div. U. S. Army, 1917-1919, A. E. F.)

R. W. Randell, LL.B., '12, Fort Myers, Fla. Lawyer.

J. H. Randolph, A.B., '00, 309 Riverside Ave., Jacksonville, Fla. Physician. (M. D. Johns Hopkins, '04.)

Thomas C. Ray, LL.B., '14, Blountstown, Fla. Lawyer. (Member Legislature, 1919).

Russell Paul Redman, B.S.E.E., '22, Ft. Lauderdale, Fla.

L. J. Reeves, '89, Pensacola, Fla. Lawyer.

Anthony Regero, A.B., '22, c/o Y. M. C. A., Steubenville, Ohio. Selling National Cash Registers.

Don Register, '02, Winter Haven, Fla. Lawyer.

F. C. Reimer, M.S. '05, Supt. Southern Oregon Branch Expt. Station, Talent, Oregon.

Rob Roy Rhudy, LL.B. '23, West Palm Beach, Fla. Lawyer.

E. E. Rich, B.S.A. '16. Lost. (A. E. F., 20th Engineers Forestry. Oct. 28, 1917. to June 5, 1919.)

Henry Clinton Richard, '91, Palatka, Fla.

LeRoy Leak Richardson, G.F., '22, Evinston, Fla.

Lance Clayton Richbourg, B.S.A., '22, Crestview, Fla. Professional Babeball Player.

Amzi Leech Rider, B.A.E., '19, Tallahassee, Fla. Teacher. (B. Pd. Missouri State Teachers College, '15.)

Leonard Wallace Riggins, B.S.M.E., '15, Box 231, Lakeland, Fla. Auto Dealer. (Ensign U. S. N. R. F., 1918 to Jan. 31, 1919.)

Franklin Riherd, LL.B., '13, 310 W. F. S. Building, Tampa, Fla. Lawyer.

C. O. Rivers, B.S., '06. Deceased.

Geo. Carl Roberts, B.S.A.E., '20, Largo, Fla. Principal Largo Schools.

Hugh Roberts, Jr., B.S.E.E., '24, 1443 S. W. 4th St., Miami, Fla. Engineering.

Walter Roberts, B.S.E., '20, Bartow, Fla. Principal Bartow High School.

Charles Archibald Robertson, A.B., '15, Univ. of Fla., Gainesville, Fla. Asst. Prof. of English, U. of F. (M.A., '19, U. of F.)

T. R. Robinson, B.S., '17, c/o High School, Tampa, Fla. Teacher.

M. R. Robison, L.I., '06, Lakeland, Fla.

H. J. Rogers, '96, DeFuniak Springs, Fla. Mill Operator.

W. S. Rogers, A.B., '95, Quitman, Ga. Special Asst. U. S. Attorney, East District.

Weiland Walker Rogers, B.S., '23, 2045 Oak St., Jacksonville, Fla. Student, Vanderbilt University Medical College.

A. M. Roland, LL.B., '11, Bushnell, Fla. Lawyer.

W. M. Rolette, Jr., B.S., '13, 812 Bayshore Blvd., Tampa, Fla.

Carl Herman Rosenbusch, B.S.A., '17, Green Cove Springs, Fla. Merchant. (U. S. Navy, February, 1918, to December, 1918.)

Moses Harry Rosenhouse, LL.B., '22, Miami, Fla. Lawyer.

Joe Delton Rosenthal, B.S.C.E., '20, 2063 E. Lafayette St., Tampa, Fla. Real Estate. (Sec.-Treas. and Gen. Mgr., J. D. Rosenthal, Inc.)

Detor Vernon Rouse, LL.B., '18, Avon Park, Fla. Attorney and County Judge, Highlands County. (U. S. N. R. F., March, 1918, to November, 1918.)

Fred Stuart Roux, '05, Fort Meade, Fla. Dentist.

R. H. Rowe, A.B., '00, Madison, Fla. Lawyer. (State Senator, 1925.)

Caius A. Rowlett, B.S.C.E., '13, Palmetto, Fla. Construction Engineer. (Sgt. 42nd Co. Tank Corps, A. E. F.)

William M. Rowlett, B.S., '06, 812 Bayshore Blvd., Tampa, Fla. Physician and Surgeon. (M. D., Sec'y State Board of Medical Examiners.)

John Whittier Royer, B.S.A., '23. Lost.

H. L. Rush, LL.B., '15. Deceased.

Melvin Earl Russell, B.A.E., '17, 919½ Elizabeth St., Key West, Fla. Asst. Principal Monroe Co. High School. (U. S. Army, September, 1917, to August, 1919.)

Ernest Rutledge, LL.B., '24, Brooksville, Fla. Lawyer.

Newton St. John, B.S., '23, 525 W. 113th St., New York City. Student Columbia Univ.

Thomas Sale, A.B., '22, Chipley, Fla. Lawyer. (J. D., '24, U. of F.)

Marcus Ercelle Sanders, B.S.Ch.E., '23, 1168 W. Union St., Gainesville. Chemist for State Road Dept.

Joshua Mercer Sapp, '03, Panama City, Fla. Lawyer. (LL.B., Washington and Lee Univ.)

Chas. Augustus Savage, Jr., LL.B., '21, Ocala, Fla. Lawyer. (State Representative from Marion County.)

Herbert Smith Sawyer, LL.B., '16, Sarasota, Fla. Lawyer, Prosecuting Attorney for Sarasota County. (A.B., Guilford College. Law firm of KKnowles & Sawyer, offices in Sarasota and Bradentown.)

W. E. Sawyer, M.A. '16. Lost.

M. M. Scarborough, A.B., '96. Lost.

Earnest Mason Schabinger, B.S.A., '23, Box 204, West Palm Beach, Fla. Assisting in landscape gardening with the "Exotic Garden" Landscapers. (Member of O.R.C.)

Arthur Ernst Schneider, 2 Yr. Ag., '19, Ft. Myers, Fla. Farming. (Foreman Spring Garden Ranch, De Leon Springs, Fla.)

Albert F. Schultz, '86, Key West, Fla.

William Henry Schulz, Jr., B.S.A., '14, Winter Haven, Fla. Florist.

Joseph Washington Scofield, B.S.A.E., '20, Summerfield, Fla. Teacher of Smith-Hughes.

M. C. Scofield, LL.B., '16, Inverness, Fla. Lawyer.

Sigsbee Lee Scruggs, LL.B., '22, Gainesville, Fla. Lawyer. (Air Service, October, 1918, to December 13, 1918. Teacher, Store Manager, Clerk.)

Romeo Mitchell Scaley, A.B.E., '11, Tallahassee, Fla. State Supervisor of Secondary Education. (M.A., George Peabody College, 1925.)

W. J. Sears, A. B., '95, Kissimmee, Fla. Congressman. Lawyer.

Reeve Lee Sensabaugh, B.S.A., '20, c/o Y. M. C. A., Tampa, Fla. Chemist for Citrus Exchange.

R. W. Shackleford, A.B., '12, LL.B., '14, 420 American Bank Bldg., Tampa, Fla. Lawyer.

Thomas Mitchell Shackleford, Jr., A.B., '05, 302 Citizens Bank Bldg., Tampa, Fla. Lawyer. (LL.B., '07, U. of Va., Life Member Alumni Association.)

Alvin G. Shands, B.S.C.E., '13, Green Cove Springs, Fla. Manufacturer of barrel staves. Manager of Shands Mfg. Co.

James S. Shands, B.A., '08, Gainesville, Fla. Heavy hardware salesman.

Joseph Walter Shands, A.B., '11, Green Cove Springs, Fla. Lawyer. (LL.B., Columbia Univ., '14. 2nd Lieut, 1st Lieut., Capt., U. S. A., 1917-19.)

Alexander Glencairn Shaw, B.S.A., '14. 935 Nordica St., Tampa, Fla. Farmer.

J. Douglass Shaylor, '86, Masonic Temple, Jacksonville, Fla. Real Estate and Insurance.

Samuel Shaylor, '88. Deceased.

W. D. Shepperd, '02, Bradentown, Fla. Real Estate.

John Scott Sherman, B.S.A., '22, 133 N. E. 3rd Ave., Miami, Fla. Seed business, Hughes Seed Co. Inspector, State Plant Board.

Robt. Center Shuford, 98. Lost.

J. H. Shuman, Jr., LL.B., '15, Monticello, Fla. Lawyer.

Arthur J. Shutan, LL.B., '05, 11 S. LaSalle St., Chicago, Ill. Lawyer. Graduate of Kent College of Law. Director and officer in 15 corporations

Richard Alan Sias, A.B., '24, Orlando, Fla. Business.

Walter A. Sigsby, '90. Deceased.

James Franklin Sikes, LL.B., '16, Box 311, Tarpon Springs, Fla. Lawyer. (Co. F., 6th Engineers, with the A. E. F. in France; also with the Army of Occupation. Enlisted September 21, 1917.)

Glenn Ballard Simmons, A.B.E., '22, Panama City, Fla. Principal, Panama City H. S.

Loren Dale Simon, LL.B., '23, Box P, West Palm Beach ,Fla. Lawyer.

I. B. Simonton, B.S., '03. Deceased 1920.

A. A. Simpson, A.B., '94. Deceased.

Laurence Harvey Skinner, A.B., Havana, Fla. Associate Headmaster, Castle Heights Military Academy. M.A., Columbia Univ. (2nd Lieut. A. E. F. Director of Eloise Industries in France from 1921 to 1923.)

Henry Belt Slaughter, A.B.E., '22, Waterproof, La. Teacher.

Carleton Caldwell Small, LL.B., '10, Miami National Bank Bldg., Miami, Fla. Lawyer.

Charles Frederick Smith, Jr., B.S., '19, 18 Eleanor Terrace, Akron, Ohio. Chemist.

H. Fred Smith, '03, Key West, Fla.

Hugh G. Smith, '98, Dothan, Ala. Insurance and Real Estate.

Joseph Gordon Smith, B.S.A., '23, Sebring, Fla. Teacher of Agriculture, Sebring, Fla.

Richard Menzo Smith, B.S.A., '23, 1602 Ionia St., Jacksonville, Fla.

Roy Hadley Smith, '91, Hawthorne, Fla.

T. H. Smith, LL.B., '14. Deceased.

W. Wesley Smith, A.B., '92, 124 East 6th St., Jacksonville, Fla. Clerk in Auditing Dept., Jacksonville. (Graduate work at Columbia. Principal of H. S. for 20 years in different parts of the State.)

William Vereen Smithwick, J.D., '24. Lost.

Ira E. Soar, B.S.A., '11, Dade City, Fla. Nurseryman.

Arthur Neyle Sollee, B.S.C.E., '22, Box 1145, Jacksonville, Fla. Engineer.

Benjamin Liddon Solomon, LL.B., '15, Marianna, Fla. Lawyer. (U. S. Army, June 18, 1917, to May 12, 1919.)

James Kershaw Sparkman, B.S.A., '20, Dover, Fla. Truck and Orange Grower. Also Developing Agnet for S. A. L. Ry.

Arthur Ernest Spencer, '99, Bowling Green, S. C. Presbyterian Minister.

Garland Wesley Spencer, LL.B., 23, Box 259, Sanford, Fla. Lawyer.

E. B. Speight, '89. Deceased.

John Rice Springer, B.S.A., '14, Box 553, Orlando, Fla. Extension Entomologist and Plant Pathologist. (2nd Lieut., U. S. A., May 15, 1918, to December 2, 1918.)

Lewis John Stadler, B.S.A., '17, Univ. of Missouri, Columbia, Mo. Associate Professor of Field Crops, Univ. of Mo. (A.M., Univ. of Mo. Ph. D., Cornell. 2nd Lieut. Field Artillery, July, 1918, to December, 1918. Author of Manual of Field Crops.)

Richard Stanley, B.S., '23, 1906 W. Univ. Ave., Gainesville, Fla. Alachua Tung Oil Corp.

Zachariah Jay Stanley, LL.B., '17, Liberty, Ind.

Harold C. Stansfield, B.S.M.E., '24, c/o Southern Utilities Co., Palatka, Fla. Engineer.

Herman Vanroy Stapleton, A.B., '20, c/o A. B. Skinner, Sarasota, Fla. Real Estate Salesman. (2nd Lieut., U. S. Infantry, June, 1918, to December 3, 1918.)

J. B. Steffee, B.S., '10, Ewa, Hawaii.

Maurice Stein, A.B., 22, 1619 7th Ave., Tampa. Lawyer. (J.D., '24, U. of F.)

Samuel Stein, A.B., '18, 1619 7th Ave., Tampa, Fla. Furniture Business.

Geo. Allen Stephens, '02, Jacksonville, Fla. Lawyer.

Malcolm Leslie Stephens, LL.B., '24, 13 St. Louis Ave., St. Augustine, Fla. Lawyer.

Phineas Varnum Stephens, '98, 5 Beekman St., New York City. Consulting Engineer for Ga. Tech. (B.S.E.E., '05, M.E., '14, Georgia Tech. Author of many technical articles. Head of the Greater Georgia Tech. Movement (raised $1,750,000). Member of many societies, both social and business.)

Cyrus Q. Stewart, LL.B., '11, Fort Myers, Fla. Lawyer. (A.B., Trinity College, '07.)

James Bailey Stewart, LL.B., 15, Fernandina, Fla. Lawyer and County Judge. (Member of House of Rep., Session 1917.)

Lloyd Denison Stewart, B.S.A., '23, Bradentown, Fla. Pathologist for the United Fruit Company.

A. M. Stillman, '86, Jacksonville, Fla. Collector of Internal Revenue.

J. E. Stillman, '85. Deceased.

Frank Wetherell Stone, '87. Lost.

William Ernest Stone, B.S.A., '18, Box 1691, Tampa, Fla. Junior Entomologist, U.S.D.A.

Francis Fernando Storm, Jr., LL.B., '24, 309 W. 86th St., New York City.

Neal S. Storter, B.S.E.E., '12, 2424 Liberty St., Beaumont, Texas. Manager of Lykes Bros. Steamship Office.

Ralph Stoutamire, B.S.A., '19, c/o Florida Grower, Tampa, Florida. Agr. Editor, Fla. Grower. (Life member of Alumni Association. 2nd Lieut. F. A., U. S. A., May 13, 1917, to December 9, 1918.)

Judson Wm. Strickland, B.S.A., '24, Homestead, Fla.

Frederick Lyker Stringer, A.B., '96, Brooksville, Fla. Lawyer. (Member State Senate.)

Hart Robert Stringfellow, B.S.C.E., '20, Municipal Bldg., Natchez, Miss. Engineer 4th District, Miss. River Commission. (2nd Lieut., September, 1918, to January, 1919, Infantry, U. S. A.)

Samuel Maxwell Strom, 1 Yr. Ag., '22, Jupiter, Fla. Farmer.

John H. Strouse, '89. Deceased.

Ward Cullen Sumpter, M.S., '23, 40 Lake Place, New Haven, Conn. Graduate Student, Yale University.

John Dewey Sundy, B.S.A., '20, Delray, Fla. Merchant.

Winder Hillman Surrency, LL.B., '11, c/o Sawyer & Surrency, Sarasota, Fla. Lawyer.

Nathan Sutker, B.S.A., '20, 402 W. Bryan St., Savannah, Ga.

J. B. Sutton, LL.B., '14, 301 Citizens Bank Bldg., Tampa, Fla. Lawyer. (Member of State Board of Control. Member of State Plant Board.)

Frank M. Swanson, B.S.C.E., '14, Delray, Fla. Civil Engineer. (2nd Lieut. Discharged Dec. 20, 1918. C. E., '24.)

T. J. Swanson, A.B., '14, Perry, Fla. Lawyer. (LL.B., '16.)

H. V. Swartz, B.S.A., '13, Elmira, N Y. Salesman, James Mfg. Co. of Ft. Atkinson, Wis.

William Earnest Sweat, LL.B., '24, Mulberry, Fla. Lawyer.

Paul Jones Sweeney, B.S.Ed., '22, New Castle, Pa.

Alfred Wilson Tait, '94. Lost.

Ralph Elred Talley, LL.B., '15, 2005 W. Cumberland Ave., Knoxville, Tenn. Manager Knoxville Table and Chair Co. (Graduate work, Vanderbilt Univ. Lawyer, St. Petersburg, 1915-1918.)

Len Bo Tan, B.S.A., '21, Honolulu, Hawaii. Ambassador to Hawaii from China.

Louis Jeter Tatom, B.S.E.E., '21, Carozal, Canal Zone. 2nd Lieut, U. S. Army.

A. Hadley Taylor, B.S.E.E., '09, Nela Park, East Cleveland, Ohio Physicist, Lighting Research Lab. National Lamp Works.

Earle A. Taylor, B.S.M.E., '13, Gainesville, Fla. Proprietor of Automobile Service business. (M. E., '19. Chief Engineer, Fla. Industrial Corporation.)

Franklin Francis Taylor, A.B.E., '24, Melbourne, Fla.

Herbert LeRoy Taylor, '05, Ft. Leavenworth, Kans. Major Infantry. (U. S. Military Academy, West Point.)

James Clagett Taylor, A.B., '23, Sebring, Fla. Graduate Student, Emory Univ.

Robert Rives Taylor, LL.B., '14, Box 176, Miami, Fla. Lawyer. (Chief Yeoman, U. S. Navy, Feb. 27, 1918, to Dec. 19, 1919.)

Louis Earl Tenney, B.S.C.E., '14, Palatka, Fla. Hardware business.

Rolt. Henry Terry, B.A.E., '16. Lost.

Royal Perkins Terry, A.B., '15, Box 908, Miami, Fla. Lawyer. (J. D., '22, U. of F. 1st Lieut., Ambulance Service, June 4, 1917, to May 11, 1919. A. E. F., Italy, France, Belgium, Germany.)

Wallace L. Tervin, LL.B., '17, Bradentown, Fla. Lawyer. (U. S. Army, 1917-1919. Member of State Legislature, 1920 and 1923.)

Howard A. Thalimer, B.S.C.E., '14, U. F. Lost.

Clarence Strouse Thomas, B.S.E.E., '22, 733 N. Virginia Ave., Gainesville, Fla Gas and Oil business.

D. Frazier Thomas, B.S.C.E., '12, Cedar Key, Fla. Civil Engineer.

Irvin Grey Thomas, B.S.E.E., '23, Fort Myers, Fla. Graduate Student, Westinghouse, East Pittsburgh, Pa.

Lacy Glenn Thomas, A.B.E., '22, Groveland, Fla. Principal Groveland H. S. (2nd Lieut. S. A. Discharged in 1919.)

Samuel J. Thomas, '89. Deceased.

William R. Thomas, '85, Gainesville, Fla. Retired. (Member of a number of business and social societies.)

Ford Leslie Thompson, B.S.A., '17, Tallahassee, Fla. Sanitary Officer.

Harry Louis Thompson, B.S.C.E., '10, Univ. of Fla., Gainesville, Fla. Professor of Law, U. of Fla. (LL.B., '17, U. of Fla. J.D., '20, U. of Fla. J.D., '22, Yale Law School. Secretary Alumni Association.)

Harry Wright Thompson, LL.B., '16, 1201 N. Palafox St., Pensacola, Fla. Lawyer. (1st Lieut., Air Service, 1917-1919. State's Attorney, 1st Judicial Circuit, 1921.)

Laudious Lawrence Thompson, B.S.A.E., '23, Tarpon Springs, Fla. (Teacher, Panama City High School.)

Thos. C. Thompson, A.B., '00, Laurel, Miss. Physician.

William Earl Thompson, LL.B., '22, 912 Citizens Bank Bldg., Tampa, Fla. Lawyer. 2nd Lieut., U. S. Army. 1918.)

Burwell Thornton, LL.B., '22, 4 Post Office Bldg., Daytona, Fla. Lawyer. (Sergeant, A. E. F., France and Germany, May, 1918, to May, 1919.)

Leon Brooks Thrasher, B.S.C.E., '13, Micanopy, Fla. (2nd Lieut., July 9, 1918, to Dec. 11, 1918. Engineering Corps.)

Julian Newton Ticknor, B.S.A., '20, Dade City, Fla.

J. M. Tillman, B.S.A., '17, Arcadia, Fla. County Agent. (Major, U. S. Army, A. E. F., France.)

Walter Morris Tillman, B.S.A., '22, Lake Wales, Fla. Assistant Nursery Inspector, State Plant Board.

John Mason Tison, '91, Gainesville, Fla. Auto business.

Leonard Edwin Todd, B.S.E.E., '23, Ocala, Fla. Clerk in Lumber Yard.

Horace Lamar Tolbert, A.B.E., '22, care Hillsborough High School, Tampa, Fla. Teacher.

Claude Tompkins, B.S., '07, Lake City, Fla. Jeweler.

William Lorenzo Tooke, B.S., '23, Exchange National Bank Bldg., Tampa, Fla.

J. A. Townsend, A.B., '89. Deceased.

Clyde Germany Trammell, LL.B., '15, Box 1055, Lakeland, Fla. Lawyer. (1st Lieut., Coast Artillery, U. S. Army, June 3, 1917, to Jan. 25, 1919.)

Thomas Simmons Trantham, LL.B., '12, Lakeland, Fla. Lawyer. (Assistant Counsel, Fla. R. R. Commission, September, 1912, to April, 1916.)

E. S. Traxler, A.B., '15, Alachua, Fla.

Leon W. Traxler, A.B., '14, McIntosh, Fla. Cashier First State Bank.

Henry Rawlings Tribble, B.S.A., '20, DeLand, Fla. Salesman for Fertilizer Co.

Robert Cochran Trimble, Jr., B.S.C.E., '24, c/o H. B. Smith, Titusville, Fla. Civil Engineer.

Elbert Daymond Turner, '92, Gainesville, Fla. Receiver for Fla. Bank and Trust Co. Insurance.

Wm. H. Turnley, B.S., '19, U. S. Naval Hospital, Boston, Mass. Physician, Boston Naval Hospital. (U. S. Naval Reserve Force, 1918.)

T. J. Twomey, '88, 603 South Boulevard, Tampa, Fla. Merchant.

Frank D. Upchurch, LL.B., '15, Graham Bldg., Jacksonville, Fla. Lawyer. (2nd Lieut. U. S. Marines, August, 1917, to January, 1919.)

R. W. Van Brunt, A.B., '96, Inverness, Fla. Principal at Inverness H. S.

Roy K. Van Camp, B.S.C.E., '16, St. Highway Dept., Bradentown, Fla. Civil Engineer. (2nd Lieut., U. S. Army, Nov. 27, 1917, to Feb. 15, 1919. A. E. F. Service.)

Clinton B. Van Cleef, B.S.A., '24, Univ. Sta., Gainesville, Fla. Graduate Student, U. of F.

Henry Cowne Vanderipe, '91. Deceased.

Juan A. Veloso, LL.B., '19, Carcar, Cebu, Philippines. Publisher and Editor of the "Advertiser." (Candidate for a seat in the Philippine House of Representatives.)

Vernon D. Venable, '90, Farmville, Va. Automobile business.

Paul Vetter, LL.B., '17, 325 West Ashley St., Jacksonville, Fla. Lawyer. (U. S. Army, 1917-1918. Winner of U. D. C. Medal, 1917.)

Adolphe Louis Vidal, '95, Gainesville, Fla. Transfer business.

Albert Vidal, B.S.C.E., '13, Gainesville, Fla. Pharmacist. (Hospital Corps, U. S. Navy, November, 1917, to January, 1919, U. S. N. A. F.)

Edwar Clyde Vining, LL.B., '21, 204 Lawyers Bldg., Miami, Fla. Lawyer.

Bruce M. Wade, '90. Lost.

L. E. Wade, Jr., LL.B., '11, 831 May St., Jacksonville, Fla. Lawyer.

Charles Reed Walker, '88. Lost.

Clifford Levi Walker, B.S.A., Sanford, Fla. Celery Farming.

George Edwin Walker, LL.B., '18, Bartow, Fla. Lawyer. (Vive Pres. Fla. State Bar Association, 1923. Sec'y Ft. Meade Citrus Packing Co., Inc. Sec'y Warner-Walker Fruit Co., Inc. Sec'y Bartow Finance Corp., Inc.)

Hurd Walker, '97. Lost.

Judson Buron Walker, A.B.E., '22, Leesburg, Fla. Teacher, Leesburg H. S. (A.M.Ed., '24, U. of Fla.)

Stanton Walker, LL.B., '12, Atlantic Nat. Bank Bldg., Jacksonville, Fla. Lawyer. (Capt. 80th Field Art., 7th Div. A. E. F.)

Chin Wu Wang, B.S.A., '19, Honan, China.

Samuel Rufus Ward, B.S.E.E., '15, 33 Seminole Ave., Atlanta, Ga. Eng. Dept. Western Union Tel. Co. (1st Lieut., U. S. A., August, 1915, to September, 1921. Capt., U. S. Army.)

William Gresham Ward, LL.B., '23, 304 N. Bayshore Drive, Miami, Fla. Lawyer.

Henry Clay Warner, B.S.M.E., 20. Lost.

Joseph Neilson Watkins, B.S.C.E., '21, 1022 Elgin St., Key West, Fla. Civil Engineer, County Engineer's Office.

Edward Patrick Watson, '02, Long Beach, Calif.

John William Watson, Jr., LL.B., '20, Miami, Fla.

W. H. Watson, '96, Pensacola, Fla. Lawyer.

Burnette Hatcher Waugh, A.B., '01, Pamplico, S. C. Baptist Minister.

Harvey Dawkins Waugh,, B.S., '01, 406 Gordon St., Atlanta, Ga. Chemist. Manufacturing perfume and talcum powders, face powders, etc. (Director and Sec'y, Atlanta Barbers Supply Co.)

Frederick Renfroe Weedon, B.S., '21, 213 7th Ave., Tampa, Fla. Chemist U. S. Bureau of Stanards. C. A. C., U. S. A., 1917-1918. Instructor of English and French, U. of F.)

Paul E. Weimer, B.S.A., '17, Chattanooga, Tenn.

C. L. Welch, LL.B., '14, Jacksonville, Fla. Lawyer.

Frank Helvenston Weller, B.S.C.E., '06, 328 E. Duval St., Jacksonville, Fla. Civil Engineer.

Joel Reaves Wells, A.B.E., '22, Orlando, Fla. Lawyer.

William Green Wells, B.S.A., '21, Cocoa, Fla. County Agent. (2 years with Citrus Supply Co. Asst. Plant Pathologist, State Exp. Station.)

Leonard Allison Wesson, B.S.C.E., '24, Ocala, Fla. State Road Dept.

Byron McG. West, '04, c/o Times-Union, Jacksonville, Fla. City Editor, Times-Union.

Robt. Lewell Westmoreland, B.S.A., '20, P. O. Box 652, Lake Wales, Fla. Entomologist, Mt. Lake Corp.

Stephen Moreno Whalton, '91, Key West, Fla. Bookkeeper for the First National Bank of Key West.

Joseph Drew Wheeler, A.B.E., '24, Bunnell, Fla. Principal High School.

William D. Wheeler, '04, c/o Mrs. Harvey Hutchinson, Gainesville, Fla. Convalescent from World War. (Capt. in U. S. A.)

George Michael Whetstone, B.S.M.E., '05, Pierce, Fla. Supt. Corouet Phosphate Co.

Charles C. Whitaker, '86, 242 Hyde Park Ave., Tampa, Fla. Lawyer

Aleck White, B.S.A., '23, c/o Gulf Fertilizer Co., Tampa, Fla. Collector for Gulf Fertilizer Co.

David Lindsay White, B.S.C.E., '14, 211 Clifton Ave., Natchez, Miss. Revetment, 4th Miss. Riv. Dist. M. R. C.

Joseph Senter White, LL.B., '23, West Palm Beach, Fla. Lawyer.

R. R. White, A.B., '13. Deceased.

John Nash Whitfield, B.S.E., '19, c/o Jax Traction Co., Jacksonville, Fla. Engineer.

L. T. Whitfield, A.B., '97, c/o G. T. Whitfield, Tallahassee, Fla.

William Alexander Whitmire, B.S.M.E., '16. Deceased.

Arthur R. Whitner, '99, c/o West Virginia Univ., Morgantown, W. Va. (Capt. of Infantry, U. S. A., R. O. T. C.)

Benjamin Franklin Whitner, B.S.A., '19, Sanford, Fla. County Agentt. (1922, Farm Foreman for Chase & Co.)

Wm. T. Whitney, B.S., '05, Plant City, Fla. Shemist.

C. M. Wiggins, LL.B., '14, Bartow, Fla. Lawyer. (Ex-Mayor.)

E. E. Wiggins, LL.B., '15. Died in Army.

Alonzo Wilder, LL.B., '14, Plant City, Fla. Lawyer.

Samuel Aaron Burr Wilkinson, LL.B., '16, Sanford, Fla. Lawyer.

Edmun Sidney Williams, '89, Ft. Pierce, Fla. Fruit grower.

DeWitt Everett Williams, B.S.E., '22, Sebring, Fla. Principal of H S. (U. S. Army, July, 1918, to September, 1918.)

Guy Augustus Willimas, '95. Deceased.

Herbert Augustus Williams, LL.B., '24, 1617 Silver St., Jacksonville, Fla.

Irvine DeBerry Williams, B.S.C.E., '24, 911 S. Rome Ave., Tampa, Fla. Engineering Dept. of Tampa.

John Franklin Williams, Jr., B.S.A.E., '22, Chiefland, Fla. Teacher.

Joseph Emory Williams, LL.B., '15, Sparkman Bldg., Tampa, Fla. Lawyer.

J. W. Williams, A.B., '96, 907 Buckel Ave., Miami, Fla. Construction Engineer.

Leslie Dodd Williams, B.S.A., '21, Route 1, Cocoa, Fla. Citrus Developer.

Owen Edgar Williams, LL.B., '20, P. O. Box 94, Bartow, Fla. Lawyer. Judge of Bartow.

Thomas Duke Williams, A.B., '20, 2408 Oak St., Jacksonville, Fla. Graduate Student, Johns Hopkins Univ. (3 year course, Presbyterian Theol. Seminary of Ky.)

Bradley Carlisle Wilson, '03, Bartow, Fla. Lawyer. LL.B., '15. (2nd Lieut., U. S. A., July, 1918, to July, 1919.)

Cullen Bryant Wilson, '02, Sarasota, Fla. Physician. Pres. of First Bank & Trust. Co.,

Erasmus Kirven Wilson, LL.B., '18, 60 Central Ave., St. Augustine., Fla Lawyer. (2nd Lieut., U. S. A., August, 1918, to December, 1918.)

Frank Townsend Wilson, B.S.A., '09, Box 440, Lakeland, Fla. Asst. Mgr. Fla. Methodist Pub. Co. (B.S., Emory Univ., '17. Sec'y Marion Co. Y. M. C. A., February, 1920, to July, 1920. Asst. State Chemist of Fla., June, 1913, to February, 1920 Asst. Prof. of Agriculture, Clemson College, S. C.)

Guy H. Wilson, B.S.A., '14, Box 440, Lakeland, Fla. Sec. and Asst. Mgr. Fla. Methodist Pub. Co.

Horace S. Wilson, B.S.A., '23, Greensboro, Fla. Prin. and Ag. Teacher, Greensboro High School.

Leo Hughes Wilson, B.S.A., '20, Tavares, Fla. County Agent. (U. S. Navy, 1918. 3 years County Agent, Osceola County.)

Melville A. Wilson, '98, Fort Meade, Fla. Lawyer.

Milton D. Wilson, '04, Bartow, Fla. Lawyer.

R. Borden Wilson, A.B., '13, Bartow, Fla. Special Agent, Equitable Life Ins. Co. (2nd Lieut., U. S. A., August, 1918, to November, 1918. Former Vice Pres. and Asst. Mgr. Wilson Hardware Co.)

Robert North Wilson, M.S., '09, Box 87, College Station, Durham, N. C. Prof. of Chemistry, Trinity College. (A.B. Haverford College, Pa. '98.)

Vern William Wilson, B.S.A., '24, Kissimmee, Fla.

W. D. Wilson, A.B., '16, 60 Kirkland St., Cambridge, Mass. Teacher.

Ernest Turquand Wingate, '93. Lost.

Thurston Philip Winter, A.B., '22, Barberville, Fla. Teacher. A.B.E., '23.

Rhett Youmans, M.S., '09, College Station, Raleigh, N. C. Director N. C. Expt. Station. (B.S., Clemson. Ph.D., Cornell.)

Francis B. Winthrop, A.B., '03, Tallahassee, Fla. Lawyer.

Guy Louis Winthrop, A.B., '03, Albany, Ga. Civil Engineer. (Capt. 105th Eng. Co., U. S. A.)

Erle Lawrence Wirt, '97, 115 Pearl St., Bartow, Fla. Vice Pres. Polk County Nat. Bk. Pres. Frostproof State Bank. Pres Babson Park State Bank. (Service, Spanish-American War.)

Jacob Hooper Wise, A.B., '24, 312 N. Roper Ave., Gainesville, Fla. Graduate Student. Part time, Instructor U. of Fla.

Abraham Maurice Wolfson, B.S., '20, Tampa, Fla.

Yick Kuen Wong, B.S.A., '16, 735 Clay St., San Francisco, Calif. Agent of The Mutual Life and Rep. French American Ban.

Harry Evins Wood, B.S.A., '17, Evinston, Fla. Inspector State Plant Board. (Ensign, U. S. N., December, 1917, to April, 1919.)

P. W. Wood, A.B., '16, 304 East Park Ave., Tampa, Fla. Stock salesman.

Edward Benson Woodberry, A.B., '24, Quincy, Fla.

Hunter Samuel Woodberry, A.B., '06, DeLand, Fla. Physician. (M.D., U. of Va.)

Arthur Lee Work, B.S.E., '22, Tallahassee, Fla. Supt. Tallahassee Pub. Schools.

Robert Wray, B.S.A., '23, Box 19, Univ. Station, Gainesville, Fla. Grad. Student, Asst. U. of F. (U. S. Army, Feb. 6, 1918, to May 16, 1919. A. E. F. Tank Corps.)

Cyremus C. Wright, '89. Lost.

John Stothoff Wyckoff, B.S.E.E., '18, 501 Pitt St., Wilkinsburg, Pa. Material Supervisor Duquesne Light Co., Pittsburgh, Pa.

Coleman Gay Wysong, A.B.E., '23, Assumption, Illinois. Supt. Elementary Schools.

Malcolm Nicholas Yancy, B.S.C.E., '20, Marianna, Fla. Civil Eng. State Road Dept.

Theodore Turnbull Yarborough, B.S., '15, Miccosukee, Fla. Farming.

William Jacob Yarnoff, B.S.C.E., '23, Box 637, Micanopy, Fla. Highway Construction, Fla. S. R. D.

Walter Scott Yates, B.S.A.E., '22, Box 84, Gonzalez, Fla. Prin. and Agr. Teacher, Tate Agr. High School.

Milton Leonidas Yeats, A.B., '24, Box 19, University Station, Gainesville, Fla. Student in Law College, U. of Fla.

Wilbur Elmore Yocum, A.B., '98, 6316 Ridgewood Ave., Chevy, Chase, Md. Ordnance Eng., War Dept., Washington, D. C.

John Will Yon, '04, Daytona, Fla. Hotel Owner and Proprietor.

James Ernest Yonge, LL.B., '16, Smith, Robineau & Yonge, Miami, Fla. Lawyer.

J. M. Young, B.S., '98, Professor of Electrical Engineering, University of Hawaii, Honolulu. Prof. of Electrical Engineering, University of Honululu. President of the Pacific Engineering Company of Honolulu.

Talmage C. Young, B.S., '04, Lake City, Fla. Merchant.

Henry Haild Zeder, B.S.M.E., '20, Delray, Fla.

Horace Feaster Zetrouer, A.B.E., '17, Saint Cloud, Fla. Prin. St. Cloud H. S. (2nd Lieut., U. S. A., 1917-1918.)

Wm. K. Zewadski, Jr., B.S., '05, Bruenn-Webb Bldg., Tampa, Fla. Lawyer. (LL.D., U. of Mich.)

PART II

GRADUATES ARRANGED BY CLASSES

The College that each alumnus was graduated from is indicated thus:

(E. F. S.)—East Florida Seminary, Gainesville.
(S. N. S.)—State Normal School, DeFuniak Springs.
(F. A. C.)—Florida Agricultural College, Lake City.
(U. of F.)—University of Florida, Lake City.
(F. S. C.)—Florida State College, Tallahassee.
(S. F. M. C.)—South Florida Military College, Bartow.
No symbol indicates the University of Florida, Gainesville.

CLASS OF 1882

Sumter Brock Hill, B.S. (E.F.S.), Maitland, Fla.
M. E. Mixon (E.F.S.), Williston, Fla.

CLASS OF 1883

G. R. Blair (E.F.S.), Deceased.
A. H. King, B.S. (E.F.S.), Deceased.

CLASS OF 1885

B. M. Milam (E.F.S.), Deceased.
Bob Richardson Milam, A.B. (E.F.S.), 2855 St. Johns Ave., Jacksonville, Fla.
J. E. Stillman (E.F.S.), Deceased.
William R. Thomas (E.F.S.), Gainesville, Fla.

CLASS OF 1886

Frank Upham Bell (E.F.S.), 52 Elm St., Lebanon, N. H.
Lorenzo L. Morgan (E.F.S.), Deceased.
Albert F. Schultz (E.F.S.), Key West, Fla.
J. Douglass Shaylor (E.F.S.), Masonic Temple, Jacksonville, Fla.
A. M. Stillman (E.F.S.), c/o Collector of Internal Revenue, Jacksonville, Fla.
Charles C. Whitaker (E.F.S.), 242 Hyde Park Ave., Tampa, Fla.

CLASS OF 1887

D. L. Anderson (E.F.S.), Deceased.
G. T. Carter (E.S.F.), Deceased.
Sidney Haile (E.F.S.), Ocala, Fla.
A. Dania Jones, Lost.
Chas. Philip Lovell (E.F.S.), Deceased.
Frank Wetherell Stone (F.E.S.), Lost.

CLASS OF 1888

Mark D. Bartleson (E.F.S.), Deceased.
Wm. W. Brown (E.F.S.), Lost.
Herbert O. Crippen (E.F.S.), 238 Wabash Ave., Chicago, Ill.
William H. Garvin (E.F.S.), Delta, Colo.
Wm. A. Platt (E.F.S.), Deceased.
George R. Plummer, B.S. (E.F.S.), Key West, Fla.
Samuel T. Shaylor (E.F.S.), Deceased.

T. J. Twomey (E.F.S.), 603 South Blvd., Tampa, Fla.
Charles Reed Walker (E.F.S.) Lost.

CLASS OF 1889

W. T. Bludworth (S.N.S.), DeFuniak Springs, Fla.
George F. Burrows (E.F.S.), Deceased.
John M. Calhoun (S.N.S.), Marianna, Fla.
S. C. Cawthon (S.N.S.), Deceased.
Hutchinson I. Cone, B.S. (F.A.C.), Navy Dept., Washington, D. C.
William Priestly Conyers (E.F.S.), Box 94, Greenville, S. C.
Arthur T. Cornwell (E.F.S.), Clearwater, Fla.
John L. Denton (E.F.S.), Calle Caseros No. 691, Buenos Aires, Argentine Republic.
J. M. Garrett (S.N.S.), Elba, Ala.
James Culbreath Getzen, B.S. (F.A.C), Webster, Fla.
T. W. Grace (S.N.S.), Deceased.
Richard M. Hudson (E.F.S.), Deceased.
A. H. Miller (S.N.S.), Millville, Fla.
J. H. B. Miller (S.N.S.), Milligan, Fla.
Thomas E. Pasteur (E.F.S.), Deceased.
Geo. C. Patten (E.F.S.), Key West, Fla.
L. J. Reeves (S.N.S.), Pensacola, Fla.
E. G. Speight (S.N.S.), Deceased.
John H. Strouse (E.F.S.), Deceased.
Samuel J. Thomas (E.F.S.), Deceased.
J. A. Townsend, A.B. (F.A.C.), Deceased.
Edmun Sidney Williams (E.F.S.), Ft. Pierce, Fla.
Cyremus C. Wright, Lost.

CLASS OF 1890

McQueen Chaires (E.F.S.), Old Town, Fla.
Harry Gilmore Clifton (E.F.S.).
Theo. B. Everett (S.N.S.), 3330 Perry St., Jacskonville, Fla.
Stuart Knox Gillis (S.N.S.), DeFuniak Springs, Fla.
W. L. Gordon (S.N.S.), R. F. D. Star Route, Florala, Ala.
Whitfield C. Hillyer (E.F.S.), Deceased.
Alonzo Hollowell (SN.S.), Deceased.
Daniel L. McSwain (S.N.S.), Arcadia, Fla.
Benjamin F. Miller (E.F.S.), Gainesville, Fla.
Walter A. Sigsby (E.F.S.), Deceased.
Vernon D. Venable (E.F.S.), Farmville, Va.
Bruce M. Wade (E.F.S.) Lost.

CLASS OF 1891

John Taylor Beal (E.F.S.), c/o Adams Coal Co., Jacksonville, Fla.
Elihu Kilpatrick Branch (E.F.S.). Lost.
Charles Haile Chestnut (E.F.S.), 115 Lomax St., Jacksonville, Fla.
G. W. Coltrine (S.N.S.) Lost.
Sidney F. Cook (S.N.S.), Deceased.
J. A. Edmondson, A.B. (F.S.C.), Tallahassee, Fla.
Horace Giddings (E.F.S.), 65 Market St., San Francisco, Calif.
Richard Parkhill Hopkins, A.B. (F.S.C.), Live Oak, Fla.
Roy Elmer Huffman (E.F.S.), 410 American Bank Bldg., Los Angeles, Calif.
Edwin Rufus Leighton (E.F.S.), Ortega, Fla.
E. C. Love, A.B. (F.S.C.), Quincy, Fla.
James D. Love, A.B. (F.S.C.), 501 Laura St., Jacksonville, Fla.
George McCrary Lynch (E.F.S.), St. Petersburg, Fla.
G. B. Perkins, A.B. (F.S.C.), Tallahassee, Fla

Henry Clinton Richard (E.F.S.), Palatka, Fla.
Roy Hadley Smith (E.F.S.), Hawthorne, Fla.
John Mason Tison (E.F.S.), Gainesville, Fla.
Henry Cane Venderipe (E.F.S.), Deceased.
Stephen Moreno Whalton (E.F.S.), Key West, Fla.

CLASS OF 1892

M. B. Balcom (S.N.S.), Deceased.
Henry Taylor Barker (E.F.S.) Lost.
John W. Bowers (S.N.S.), Troy, Ala.
R. L. Buie (S.N.S.), c/o Eliot-Oden Lumber Co., 929 First National Bank Bldg., Birmingham, Ala.
George Alton Byles (E.F.S.), Windsor, Fla.
Angus Graham Campbell (S.N.S.), DeFuniak Springs, Fla.
C. E. Davis, B.S. (F.A.C.), Madison, Fla.
Jackson Richard Davis (E.F.S.), Deceased.
Robert Newell Ingersoll (E.F.S.), c/o Milton Bradley Co., Springfield, Mass.
John A. Jones (S.N.S.), Deceased.
W. F. King (S.N.S.), Baker, Fla.
M. A. Parish (S.N.S.), Argyle, Fla.
W. Wesley Smith, A.B. (F.A.C.), 124 East 6th St., Jacksonville, Fla.
Elbert Daymond Turner (E.F.S.), Gainesville, Fla.

CLASS OF 1893

Malcolm H. Ayer, B.S. (F.A.C.), Macon, Ga.
R. L. Borger, A.B. (F.A.C.), Professor of Mathematics, Ohio University, Athens, Ohio.
Francis P. Fleming, A.B. (F.S.C.), 1249 Riverside Ave, Jacksonville, Fla.
James Edwin Futch, A.B. (F.A.C.), DeLand, Fla.
Ralph Dilion Grether (E.F.S., 145 E. 3rd St., Jacksonville, Fla.
Charles M. Lynch (E.F.S.), Savannah, Ga.
F. M. Oliver, A.B. (F.A.C.), Citizens Trust Bldg., Savannah, Ga.
Altius Lucius Quaintance, B.S. (F.A.C.), 1807 Phelps Place, Washington, D. C.
Ernest Turquand Wingate (E.F.S.), Lost.

CLASS OF 1894

Albert Hazen Blanding (E.F.S.), Leesburg, Fla.
Ernest Alexander Boynton (E.F.S.), San Antonio, Texas.
Charles C. Broward (E.F.S.), Deceased.
J. K. Johnson, B.S. (F.A.C.), Sunnyvale, Calif.
Eustace Erb Keller, B.S. (F.A.C.), 15 N. 48th St., Merchantville, N. J.
Fred Eugene Lykes (E.F.S.), 84 Edwin Place, Asheville, N. C.
Joseph Maxwell McArthur (E.F.S.), Hewitt Co., Spartanburg, S. C.
A. A. Simpson, A.B. (F.A.C.), Deceased
Alfred Wilson Tait (E.F.S.), Lost.

CLASS OF 1895

B. L. Cawthon (S.N.S.), Savannah, Ga.
J. P. Davies, B.S. (F.A.C.), Lost.
Henry Forrest Dutton, Jr. (E.F.S.), Deceased.
Harlo G. Everett (S.N.S.), 46 Atlantic Blvd., South Jacksonville, Fla.
George Graham (E.F.S.), Deceased.
Irvin Morgan, A.B. (F.A.C.), Jacksonville, Fla.
E. O. Powers, B.S. (F.A.C.), Deceased.
W S. Rogers, A.B. (F.A.C.), Quitman, Ga.
W. J. Sears, A.B. (F.A.C.), Kissimmee, Fla

Adolphe Louis Vidal (E.F.S.), Gainesville, Fla.
Guy Augustus Williams (E.F.S.), Deceased.

CLASS OF 1896

Edward Alfonso Bending, B.S. (F.A.C.), 1500 Edison Bldg., Chicago, Ill.
Walter Lacey Boyd (S.F.M.C.), Bartow, Fla.
Daniel Newman Cone, A.B. (F.A.C.), White Springs, Fla.
N. H. Cox, B.S. (F.A.C.), c/o Y. M. C. A., St. Augustine, Fla.
Hardy Croom, B.S. (F.A.C.), Deceased.
C. T. Curry, A.B. (F.A.C.), Deceased.
R. C. Dunn, A.B. (F.A.C.), Astatula, Fla.
E.B. Drumwright, B.S. (F.A.C.), 2502 Massachusetts Ave, Tampa, Fla.
W. W. Flournoy, A.B. (F.A.C.), DeFuniak Springs, Fla.
E. A. Law (S.F.M.C.), Bartow, Fla.
J. E. Layne, A.B. (F.A.C.), Deceased
George Robertson McKean, A.B. (F.A.C.), 305 Citrus Exchange Bldg., Tampa, Fla.
H. J. Rogers (S.N.S.), DeFuniak Springs, Fla.
M. M. Scarborough, A.B. (F.A.C.), Lost.
Frederick Lyker Stringer, A.B. (F.A.C.), Brooksville, Fla.
R. W. Van Brunt, A.B. (F.S.C.), Inverness, Fla.
W. H. Watson (S.N.S.), Pensacola, Fla
J. W. Williams, A.B. (F.A.C.), 907 Buckel Ave., Miami, Fla.

CLASS OF 1897

W. F. Alderman (S.F.M.C.), 276 Talleyrand Ave., Jacksonville, Fla.
Benjamin F. Barnes (S.F.M.C.), Chattahoochee, Fla.
H. M. Bates (S.F.M.C.). Lost.
Hugh Brodie (E.F.S.), Ann Arbor, Mich.
J. W. Burton, A.B. (F.A.C.), Deceased.
William Theodore Gary, A.B. (F.A.C.), Ocala, Fla.
Henry D. Henderson (S.F.M.C.), 4829 Delmar Blvd., St. Louis, Mo.
M. M. Hendry (S.F.M.C.), Deceased.
Washington Mackey Ives, A.B. (F.A.C.), Lake City, Fla.
W. C. Langford (S.F.M.C.), Deceased.
Joseph Byrne Lockey (S.N.S), 855 North Vermont Ave., Los Angeles, Calif.
James Walter Malsby, M.A. (S.F.M.C.), Station E., Route 5, East Broad St., Columbus, Ohio.
Finis Plank (S.N.S.), Route 1, Zephyrhills, Fla.
Hurd Walker (S.N.S.), Lost.
L. T. Whitfield, A.B. (F.S.C.), c/o G. T. Whitfield ,Tallahassee, Fla.
Erle Lawrence Wirt (S.F.M.C.), 115 Pearl St., Bartow, Fla.

CLASS OF 1898

Dwight Newcomb Barco, A.B. (E.F.S.), Cottonplant, Fla.
H. G. Blount (S.F.M.C.), Deceased.
James Fletcher Burnett (E.F.S.), Gainesville, Fla.
David S. Butler, B.S. (F.A.C.), Gadsden, Arizona.
H. L. Butler, B.S. (S.F.M.C.), Tuscaloosa, Ala.
G. B. Campbell (S.N.S.), DeFuniak Springs, Fla.
E H. Clute, B.S. (F.A.C.), Deceased.
W. K. Coleman (S.F.M.C.), Winter Haven, Fla.
W F. Dodd, A.B. (F.A.C.), 105 W. Monroe St., Lake City, Fla.
Marion Gilbert Donk, A.B. (F.A.C.), 3818 Morrison St. N. W., Washington, D. C.
J. J. Finley, A.B. (F.A.C.), Franklin, Va.
Pratt Gillen (S.F.M.C.), care Gay Gillen, Lake City, Fla.
L. W. Helton (S.F.M.C.), Deceased.
H. G. Keen (S.F.M.C.), Deceased.

A. W. Lohman (S.F.M.C.). Lost.
Frank Duncan McArthur (S.F.M.C.), 515 First Nat'l Bank Bldg., Birmingham, Ala.
Clyde Royston McGinnis (E.F.S.), Avon Park, Fla.
Weldon Edwards Person (E.F.S.), Candler Bldg., Atlanta, Ga.
Jesse Alexander Pitts, B.S. (F.A.C.), 204 Old Custom House, 3rd and Olive St., St. Louis, Mo.
I. O. Prevatt (S.F.M.C.), 3120 Orange Park Road, Jacksonville, Fla.
Robt. Center Shuford (E.F.S.), Lost.
Hugh G. Smith (S.F.M.C.), Dothan, Ala.
Phineas Varnum Stephens (S.F.M.C.) 5 Beekman St., New York City, N. Y.
Melville A. Wilson (S.F.M.C.), Fort Meade, Fla.
Wilbur Elmore Yocum, A.B. (F.A.C.), 6316 Ridgewood Ave., Chevy Chase, Md.
J. M. Young, B.S. (F.A.C.), Professor of Electrical Engineering, University of Hawaii, Honolulu

CLASS OF 1899

Robertson Tanner Arnold (E.F.S.), 1526 Post St., Jacksonville, Fla.
Fred C. Bailey (S.F.M.C.), 123½ S. Pres St., Jackson, Miss.
Paul Brown (S.F.M.C.), Lost.
B. R. Colson (S.F.M.C.), Gainesville, Fla.
Thomas Benton Ellis, Jr. (E.F.S.), Gainesville, Fla.
Richard Ervin (S.F.M.C.), 716 E. College St., Tallahassee, Fla.
A. Potts Harrison, A.B. (F.S.C.), Lost.
Harold C. Haskins (S.F.M.C.), Sanford, Fla.
E. H. Jernigan, Quincy, Fla.
Samuel Wallace Moore (E.F.S.), 26 E. Main St., Brazil, Ind.
C. S. Mountein (S.F.M.C.), Dothan, Ala.
Arthur Ernest Spencer (E.F.S.), Bowling Green, S. C.
Arthur R. Whitner (S.F.M.C.), care of West Virginia Univ., Morgantown, W. Va.

CLASS OF 1900

John William Blanding (E.F.S.), Fort Myers, Fla.
T. W. Campbell (E.F.S.), Brick Press Co., Indianapolis, Ind.
E. L. Carroll (E.F.S.), Deceased.
J. A. Fennell (E.F.S.), Deceased.
James McL. Gillis (S.N.S.), Deceased.
Harry Robert Knight (E.F.S.), Palatka, Fla.
John M. Morrison (S.N.S.), Deceased.
L. G. Papy, A.B. (F.S.C.), Bainbridge, Ga.
Joshua Marvin Price, A.B. (F.A.C.), Live Oak, Fla.
J. H. Randolph, A.B. (F.S.C.), 309 Riverside Ave., Jacksonville, Fla.
R. H. Rowe, A.B. (F.A.C.), Madison, Fla.
Thos. C. Thompson, A.B. (F.A.C.), Laurel, Miss.

CLASS OF 1901

Charles O. Andrews (S.N.S.), Orlando, Fla.
Orin A. Bailey (S.N.S.), Box 487, Pensacola, Fla.
J. J. Borger, B.S. (F.A.C.), 1368 Roanoke St., Springfield, Mo.
Asa B. Clark, A.B., (F.S.C.), Deceased.
Robert C. Evins (E.F.S.), Deceased.
Sam P. Fleming, A.B. (F.A.C.), Gainesville, Fla.
J. S. Garrison (S.F.M.C.), Deceased.
Lindley Heimburger, B.S. (F.A.C.), 800 Citrus Exchange Bldg., Tampa, Fla.
J. A. Herring (S.F.M.C.), Tampa, Fla.
Walter Burns Jernigan (S.N.S.), c/o U. S. Customs, P. O. Box 403, Tampa, Fla.
W. A. Jones (E.F.S.), Deceased.
Algernon Keathley (S.F.M.C.), Brooksville, Fla.

W. C. Lee (S.F.M.C.), Deceased.
Solomon Maas (E.F.S.), Box 318, Tampa, Fla.
Clarence E. McKinnon (S.N.S.), Panama Park, Jacksonville, Fla.
Edwin Wallace McMullen (S.N.S.), Clearwater, Fla.
Merton M. Mann, A.B. (F.A.C.), c/o Trimble & Co., Architects, Orlando, Fla.
J. R. Merchant (E.F.S.), Deceased.
Arthur Snowden Miller, B.S. (F.A.C.), 425 S. W. Eighth St., Des Moines, Iowa.
Lloyd Morgan, A.B. (F.A.C), Peninsular Casualty Bldg., Jacksonville, Fla.
P. C. Nickerson (S.F.M.C.), Jacksonville, Fla.
T. A. Nilson, B.S. (F.A.C.), Deceased
G. O. Palmer, A.B. (F.A.C.), P. O. Box 536, Miami, Fla.
L. T. Patillo, A.B. (F.A.C.), Atlanta, Ga.
Lenord Rupert Paxton (S.F.M.C.), Titusville, Fla.
Burnette Hatcher Waugh, A.B. (F.A.C.), Pamplico, S. C.
Harvey Dawkins Waugh, B.S. (F.A.C.), 406 Gordon St., Atlanta, Ga.

CLASS OF 1902

A. G. Angle (S.F.M.C.), Lost.
J. W. Bell (S.F.M.C.), Deceased.
John H. Bridges, B.S. (F.A.C.), Grandview, Wash.
Max M Brown, B.S. (F.A.C.), Lake City, Fla.
Roy Elmer Chalker, B.S. (F.A.C.), c/o Chalker and Russel, Savannah, Ga.
Gaston W. Day, B.S. (F.S.C.), 409 St. James Bldg., Jacksonville, Fla.
Ralph W. Fields, B.S. (F.A.C.), Deceased.
John David Gable (S.N.S.), St. Elizabeth Hospital, Washington, D. C.
A. S. Geiger (S.F.M.C.), Deceased.
Fons a Hathaway, A.B. (F.S.C.), Tallahassee, Fla.
Lorenzo Dow Hathaway (S.N.S.), Brooksville, Fla
Ralph W. Humphries, B.S. (F.A.C.), Deceased.
Virgil Scott Lowe (S.F.M.C.), Key West, Fla.
John Curtis McKinnon (S.N.S.), c/o Fidelity Mutual Life Ins. Co., 11th Floor McGlown Bowen Bldg., Atlanta, Ga.
LeRoy De Villa McRae (S.N.S.), Chipley, Fla.
R. C. Mobley (S.N.S.). Lost. x
J. L. Pherigo (S.F.M.C.). Deceased.
Don Register (S.N.S.), Winter Haven, Fla.
W. D. Sheppard (S.F.M.C.), Bradentown, Fla.
Geo. Allen Stephens (S.N.S.), Jacksonville, Fla.
E. P. Watson (S.N.S.), Long Beach, Calif.
Cullen Bryant Wilson (S.F.M.C.), Sarasota, Fla.

CLASS OF 1903

George Herbert Boutelle (S.N.S.), Deceased.
B. S. Buie, B.S. (U. of F.), Deceased.
I. M. Hyde (S.F.M.C.). Lost.
H. A. Ives, B.S. (U. of F.), 15 Forrest Ave., Jacksonville, Fla.
G. C. Kirkland, B.S. (U. of F.), 205 Virginia Ave., Miami, Fla.
John Love McKinnon (S.N.S.), DeFuniak Springs, Fla.
Joseph Alexander McKinnon (S.N.S.), DeFuniak Springs, Fla.
Benjamin Andrews Meginnis, A.B. (F.S.C.), Tallahassee, Fla.
D. F. Pattishall, B.S. (U. of F.), Deceased.
Joshua Mercer Sapp (S.N.S.), Panama City, Fla.
J. B. Simonton, B.S. (U. of F.), Deceased 1920.
H. Fred Smith (E.F.S.), Key West, Fla.
Bradley Carlisle Wilson (S.F.M.C.), Bartow, Fla.
Guy Louis Winthrop, A.B. (F.S.C.), Albany, Ga.
Francis B. Winthrop, A.B. (F.S.C.), Tallahassee, Fla.

CLASS OF 1904

Estes George Baxter (E.F.S.), Gainesville, Fla.
W. A. Blount (U. of F.), Deceased.
Walter Edwin Bunker, B.S. (S.F.M.C.), 4019 Jackdaw St., San Diego, Calif.
A. M. Coleman, B.S. (U. of F.), Deceased.
Wright Wiley Diamond (S.N.S.), Beulah, Miss.
Leroy B. Giles (E.F.S.), Orlando, Fla.
Alford Montgomery Jackson, B.S. (U. of F.), 410 First National Bank Bldg., Miami, Fla.
William Kenneth Jackson, B.S. (U. of F.), c/o United Fruit Co., 131 State St., Boston, Mass.
M. H. Mabry (U. of F.), Deceased.
Melvin Meek (E.F.S.), Ocilla, Fla.
Thos. Curry Merchant (E.F.S.), Madison, Fla.
James Thomas Mitchell, B.S. (U. of F.), Bainbridge, Ga.
W. H. Mitchell, B.S. (U. of F.), Lakeland, Fla.
John L. Moore (S.N.S.), DeFuniak Springs, Fla.
Charles William Parish, B.S. (S.F.M.C.), Parish, Fla.
Eugene C. Peek (S.N.S.), Ocala, Fla.
James Frederick Pixton, B.S. (U. of F.), Fort Myers, Fla.
Charles Chester Quaintance, B.S. (U. of F.), 215 West 9th St., Jacksonville, Fla.
Byron McG. West (E.F.S.), Times-Union, Jacksonville, Fla.
William D. Wheeler (E.F.S.), c/o Mrs. Harvey Hutchinson, Gainesville, Fla.
Milton D. Wilson (S.F.M.C.), Bartow, Fla.
John Will Yon (S.N.S.), Daytona, Fla.
Talmage C. Young, B.S. (U. of F.), Lake City, Fla.

CLASS OF 1905

Gary Witherspoon Alexander, B.S. (U. of F.), Atlantic National Bank Bldg., Jacksonville, Fla.
Burton Belcher, B.S. (F.S.C.), Deceased.
Richard Rumel Bradley (S.F.M.C.), 100 N. Pryor St., Atlanta, Ga.
Benjamin H. Bridges, B.S. (U. of F.), Tallahassee, Fla.
F. W. Buchholz, A.B. (F.S.C.), Gainesville, Fla.
W. P. Byrd, B.S. (F.S.C.), Deceased.
William Wesley Clark (S.N.S.), Milton, Fla.
David M. Cook, B.L. (F.S.C.), George Washington Junior High School, Tampa, Fla.
C. M. Curry, B.S. (U. of F.), Key West, Fla.
John Thomas Diamond, L.I. (S.N.S.), Tallahassee, Fla.
Samuel Franklin Gammon, A.B. (F.S.C.), 206-207 St. James Bldg., Jacksonville, Fla.
Luther Gilder Getzen, B.S.A. (U. of F.), Fort White, Fla.
Allen Graham (E.F.S.), 19315 Shaker Blvd., Cleveland, Ohio.
Ollie M. Jacobie (E.F.S.), Box 341, Marianna, Fla.
Adrian Crenshaw Jordan, B.S. (S.F.M.C.), Punta Gorda, Fla.
Robert Bryan McCord, A.B. (F.S.C.), Ormewood Court, Atlanta, Ga.
W. A. McMullen (S.F.M.C.), Clearwater, Fla.
Chas. Hugh Maguire, B.S. (U. of F.), Deceased.
T. C. Maguire, B.S. (U. of F.), Plant City, Fla.
James B. Morrison (S.N.S.), Deceased.
D. F. Pattisha, B.S., Deceased.
F. C. Reimer, M.S. (U. of F.), Southern Oregon Branch Expt. Station, Talent, Ore.
Fred Stuart Roux (E.F.S.), Fort Meade, Fla.
Thomas Mitchell Shackleford, 302 Citizens Bank Bldg., Tampa, Fla.
Arthur J. Shutan, LL.B., 11 S. LaSalle St., Chicago, Ill.
Herbert LeRoy Taylor, (E.F.S.), Ft. Leavenworth, Kans.
George Michael Whetstone, B.S.M.E., Pierce, Fla.
Wm. T. Whitney, B.S., Plant City, Fla.
Wm. K. Zewadski, Jr. (E.F.S.), Bruen-Webb Bldg., Tampa, Fla.

CLASS OF 1906

Darrey Deoma Davis, L.I., Box 810, Miami, Fla.
Arthur Clyde Evans, A.B., Inf. State Armory, Albany, N. Y.
Robert J. Evans, Jr., A.B., U. S. Veterans' Bureau Hospital, Legion, Texas.
C. H. Ferron, M.A., Orlando, Fla.
Wilbur Leonidas Floyd, M.S., Gainesville, Fla.
E. Peck Green, B.S., Tallahassee, Fla.
A. M. Henry, B.S., U. S. Bureau of Chemistry, 134 S. 2nd St., Philadelphia, Pa.
Isaac Cheyney Jenkins, M.A., Orlando, Fla.
J. R. Miller, L.I., Lloyd, Fla.
Warren A. Munsell, B.S., Deceased.
C. O. Rivers, B.S., Deceased.
M. R. Robison, L.I., Lakeland, Fla.
William M. Rowlett, B.S., 812 Bay Shore Blvd., Tampa, Fla.
Frank Helvenston Weller, B.S.C.E., 328 E. Duval St., Jacksonville, Fla.
Hunter Samuel Woodberry, A.B., DeLand, Fla.

CLASS OF 1907

Herman Gunter, B.S., Tallahassee, Fla.
Marcus Lipscombe Moreman, B.S., Switzerland, Fla.
Alf. R. Nielson, A.B., West Palm Beach, Fla.
Thomas Mitchell Shackleford, LL.B., 302 Citizens Bank Bldg., Tampa, Fla.
Claude Tompkins, B.S., Lake City, Fla.

CLASS OF 1908

Gary Witherspoon Alexander, B.S., Jacksonville, Fla.
P. J. Carter, 214-215 Medical Bldg., New Orleans, La.
T. Z. Cason, B.S., Jacksonville, Fla.
John Burke Earman, B.S., West Palm Beach, Fla.
Howard S. Fawcettt, M.S., Citrus Expt. Station, Riverside, Calif.
Charles M. Fisher, B.S., 1244 S. W. 13th Court, Miami Fla.
Julian E. Gammon, B.S., 700 Professional Bldg., Jacksonville, Fla.
R. F. Persons, A.B., Fort White, Fla.
James S. Shands, A.B., Gainesville, Fla.

CLASS OF 1909

Geo. Benton Ames, B.S.E.E., Deceased.
Ralph Seward Chapin, B.S.E.E., 309 District Building, Washington, D. C.
William Whetmore Gibbs, B.S.C.E., Deceased.
Raymond Kay, A.B., Deceased.
Charles Larson, B.S.E.E., Lakeland, Fla.
Wyatt B. Martin, A.B., R. R. 2, Box 300, Jacksonville, Fla.
A. Hadley Taylor B.S.E.E., Nela Park, East Cleveland, Ohio.
Frank Townsend Wilson, B.S.A., Box 440, Lakeland, Fla.
Robert North Wilson, M.S., Box 87, College Station, Durham, N. C.
Rhett Youmans Winters, M.S., State College Station, Raleigh, N. C.

CLASS OF 1910

E. Terrell Barco, A.B., c/o War Claim Board, Munitions Bldg., Washington, D. C.
E. C. Calhoun, LL.B., Lake City, Fla.
Daniel Edwin Cappleman, A.B., Standard Oil Co. of N. Y., Manila, P. I.
R. H. Fryer, B.S., Bartow, Fla.
L. P. Hardee, LL.B., Box 3515, St. Petersburg, Fla.

Roy Helm, A.B., Hazard, Ky.
Alva Louis Herzog, A.B., Commercial Bldg., Savannah, Ga.
Samuel Sprague Holden, B.S., 149 Sunnyside Ave., Brooklyn, N. Y.
James C. McMillan, B.S., 671 Capital Ave., Atlanta, Ga.
R. D. Rader, B.S., 721 9tth Ave., Helena, Mont.
Carleton Caldwell Small, LL.B., Miami National Bank Bldg., Miami, Fla.
J. B. Steffee, B.S., Ewa, Hawaii.
Harry Louis Thompson, B.S.C.E., Univ. of Fla., Gainesville, Fla.

CLASS OF 1911

Owen Francis Burger, M.S., 125 N. Colson St., Gainesville, Fla.
S. L. Carter, Jr., LL.B., Gainesville, Fla.
Wm. Evans Christian, B.S., McIntosh, Fla.
Aaron Smith Crews, LL.B., Starke, Fla.
Obie L. Crocker, LL.B., Vernon, Fla.
Ossion W. Drane, B.S.E.E., Deceased.
C. C. Epperson, LL.B., Williston, Fla.
Fred J. Frei,, B.S.E.E., 296 West End Ave., New York City .
F. Grun, LL.B., Starke, Fla.
Walter Budd Hilton, A.B.Ed., 123 Main St., Whitesboro, N. Y.
George Leslie Howard, B.S., Trilby, Fla.
R. B. Huffaker, LL.B., Bartow, Fla.
James B. Hunter, B.S.C.E., Savannah, Ga.
Pat Johnston, LL.B., Kissimmee, Fla.
Rufus L. King, B.S.A., Troy, Ala.
J. Lancelot Lester, LL.B., Key West, Fla.
Edwin Ellis Macy, A.B., Madison, Fla.
Philip Stockton May, LL.B., 5014 St. Johns Ave., Jacksonville, Fla.
Henry Plant Osborne, LL.B., 804 Atlantic National Bank Bldg., Jacksonville, Fla.
Charles Henry Overman, B.S.C.E., Bagdad, Fla.
D. S. Perry, B.S.C.E., Box 753, Miami, Fla.
A. M. Roland, LL.B., Bushnell, Fla.
Romeo Mitchell Scaley, A.B.E., Tallahassee, Fla.
Joseph Walter Shands, A.B., Green Cove Springs, Fla.
Ira E. Soar, B.S.A., Dade City, Fla.
Cyrus Q. Stewart, LL.B., Fort Myers, Fla.
Winder Hillman Surrency, LL.B., c/o Sawyer & Surrency, Sarasota, Fla.
L. E. Wade, LL.B., 831 May St., Jacksonville, Fla.

CLASS OF 1912

A. A. Baker, B.S.A. Lost.
Chandler Sherman Bamberg, B.S.E.E., c/o Dodge Agency, Jacksonville, Fla.
Thomas W. Bryant, B.S., 220 W. Magnolia St., Lakeland, Fla.
Dougal McRee Buie, LL.B., Eustis, Fla.
Fred W. Cason, LL.B., Miami, Fla.
Albert G. Davis, B.S., Tallahassee, Fla.
Elza Ballard Donnell, LL.B., West Palm Beach, Fla.
T. D. Felton, B.S.C.E., Bartow, Fla.
H. A. Ferrell, LL.B., Scale, Ala.
W. P. Fields, LL.B. Deceased.
George J. Grace, B.S., Marianna, Fla.
W. T. Harrison, LL.B., Palmetto, Fla.
Joseph Ernest Jacobson, B.S., Miami, Fla.
S. S. Keen, LL.B., Lake City, Fla.
Charles Davidson Kime, B.S., Box 22, Orlando, Fla.
Roswell King, LL.B., 2020 St. Johns Ave., Jacksonville, Fla.
Melvin Arthur McMullen, LL.B., Clearwater, Fla.
M. Luther Mershon, LL.B., Burdine Bldg., Miami, Fla.

Oscar Samuel Miller, A.B., Moore Haven, Fla.
Charles M. Moon, LL.B., c/o White Motor Co., Baltimore, Md.
Lawrence A. Perkins, A.B., 217 E. First St., Jacksonville, Fla.
A. Edwin Philips, LL.B., 15 Chase St., Westfield, N. Y.
W. C. Price, LL.B., Southern Bank & Trust Co. Bldg., Miami, Fla.
R. W. Randell, LL.B., Fort Myers, Fla.
R. W. Shackleford, A.B., 420 American Bank Bldg., Tampa, Fla.
Neal S. Storter, B.S.E.E., 2424 Liberty St., Beaumont, Texas.
Daniel Frazier Thomas, B.S.C.E., Cedar Key, Fla.
Thomas Simmons Trantham, LL.B., Lakeland, Fla.
Stanton Walker, LL.B., Atlantic National Bank Bldg., Jacksonville, Fla.

CLASS OF 1913

Robert Solter Blanton, A.B., Clearwater, Fla.
A. C. Brooks, LL.B., Tampa, Fla.
Eugene Terry Casler, B.S., Nichols, Fla.
O. J. Clayton, LL.B., Quincy, Fla.
Boyd A. Cox, LL.B., c/o Fidelity Title & Loan Co., Orlando, Fla.
E. C. DeVane, LL.B., Plant City, Fla.
Charles P. Diamond, LL.B., Perry, Fla.
Clyde Rostor Douglass, A.B., Kashing, China.
Walter Gowan Elliott, A.B., 5505 Suwannee Ave., Tampa, Fla.
George Palmer Garrett, LL.B., Kissimmee, Fla.
James B. Gibson, Jr., LL.B., 7-14 Roberts Bldg., Tampa, Fla.
John L. Godwin, LL.B. Lost.
Charles William Henderson, A.B., Tampa, Fla.
F. R. Hocker, LL.B., Ocala, Fla.
E. F. Householder, LL.B., Sanford, Fla.
Robert Lee Jarrell, LL.B., 12 Rue Gallion, Paris, France.
Walker M. Kennedy, LL.B., Tavares, Fla.
Lincoln Sydnor Laffitte, A.B., 4401 Market St., Philadelphia, Pa.
B. G. Langston, LL.B., Williston, Fla.
Samuel Watson Lawler, LL.B., Fort Myers, Fla.
Sumter Leitner, LL.B., Arcadia, Fla.
Ulphian Carr Loftin, M.S., Tlahualilo, Dga, Mexico.
James M. McCaskill, LL.B., Ralston Bldg., Miami, Fla.
Stuart Macintosh, B.S.M.E., Waco, Texas.
E. M. Magaha, LL.B., Milton, Fla.
Bascom Vernando Mathis, LL.B., Youngstown, Fla.
Louis R. Morgan, B.A., Arcadia, Fla.
Marvin L. Neal, M.A. Lost.
Frank McCord O'Byrne, M.S., Lake Wales, Fla.
P. C. O'Haver, M.A., Punta Gorda, Fla.
C. M. Phipps, LL.B., P. O. Box 824, Tampa, Fla.
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Caius A. Rowlett, B.S.C.E., Palmetto, Fla.
Alvin G. Shands, B.S.C.E., Green Cove Springs, Fla.
H. V. Swartz, B.S.A., Elmira, New York.
Earle A. Taylor, B.S.M.E., Gainesville, Fla.
Leon Brooks Thrasher, B.S.C.E., Micanopy, Fla.
Albert Vidal, B.S.C.E., Gainesville, Fla.
R. R. White, A.B., LL.B., Deceased.
R. Borden Wilson, A.B., Bartow, Fla.

CLASS OF 1914

L. W. Alexander, LL.B., Jacksonville, Fla.
A. C. Arnold, LL.B., c/o Office of the Judge Advocate General, War Dept., Washington, D. C.

Donald Minor Badger, B.S.A., Deceased.
Maxwell Baxter, LL.B., Fort Lauderdale, Fla.
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P. D. Mobley, LL.B., Deceased.
T. W. Moore, LL.B., c/o Ry. Mail Service, City P. O., Washington, D. C.
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Wallace Cecil Parham, B.S.E.E., General Electric Co., Provident Bank Bldg., Cincinnati, Ohio.
P. R. Perry, LL.B., St. Augustine, Fla.
J. Hardin Peterson, LL.B., Lakeland, Fla.
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Thomas Pitts Pruitt, LL.B., Hickory, N. C.
Thomas C. Ray, LL.B., Blountstown, Fla.
William Henry Schulz, Jr., B.S.A., Winter Haven, Fla.
Alexander Glencairn Shaw, B.S.A.
T. H. Smith, LL.B... Deceased.
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Louis Earl Tenney, B.S.C.E., Palatka, Fla.
Howard A. Thalimer, B.S.C.E., U. F., Civil Engineer. Lost.
Leon W. Traxler, A.B., McIntosh, Fla.
C. L. Welch, LL.B., Jacksonville, Fla.
David Lindsay White, B.S.C.E., 211 Clifton Ave., Natchez, Miss.
C. M. Wiggins, LL.B., Bartow, Fla.
Alonzo Wilder, LL.B., Plant City, Fla.
Guy H. Wilson, B.S.A., Lakeland, Fla.

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Jay Love Hearin, B.S., Quincy, Fla.
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T. U. Jackson, B.S.A., Lake Stearns, Fla.
Everett M. Johns, LL.B., Starke, Fla.
Ralph Leslie Joyner, B.S.E.E., 8th Field Artillery, Schofield Barracks, Hawaii.
Gordon Brown Knowles, A.B., Bradentown, Fla.
C. D. McDowell, B.S.A., R. F. D. 3, Bartow, Fla.
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J. H. Shuman, Jr., LL.B., Monticello, Fla.
Benjamin Liddon Solomon, LL.B., Marianna, Fla.
James Bailey Stewart, LL.B., Fernandina, Fla.
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E. E. Wiggens, LL.B., Deceased.
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Theodore Turnbull Yarborough, B.S., Miccosukee, Fla.

CLASS OF 1916

Barnett Davis Adams, A.B.E., R.F.D. 2, Gainesville, Fla.
W. J. Parker, LL.B., Atlantic National Bank Bldg., Jacksonville, Fla.
I. P. Barlow, LL.B., Wauchula, Fla.
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Colin Donald Gunn, B.S.A., Haines City, Fla.
Harvey Aldrich Hall, B.S.C.E., 325 W. Church St., Gainesville, Fla.

George DuRell Hamilton, B.S.C.E., Marine Corps, Santo Domingo.
R. E. Hamrick, LL.B., Okeechobee, Fla.
G. W. Harmony, A.B., Perry, Fla.
Isaac I. Himes, A.B., West Palm Beach, Fla.
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E. E. Rich, B.S.A. Lost.
Herbert Smith Sawyer, LL.B., Sarasota, Fla.
W. E. Sawyer, M.A. Lost.
M. C. Scofield, LL.B., Inverness, Fla.
James Franklin Sikes, LL.B., Box 311, Tarpon Springs, Fla.
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Robert Henry Terry, B.A.E. Lost.
Harry Wright Thompson, LL.B., 1201 N. Palafox St., Pensacola, Fla.
Roy K. Van Camp, B.S.C.E., St. Highway Dept., Bradentown, Fla.
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Randolph H. Cobb, LL.B., Orlando, Fla.
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Martin George Feuerhak, B.S., Winona, Minn.
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Frank Lassiter Holland, B.S.A., Lake Wales, Fla.
F. L. Householder, LL.B., Tallahassee, Fla.
Percy Bernard Howell, LL.B., Mayo, Fla.
Otis Pascal Huff, M.S., Laurens, S. C.
J. A. Johnson, B.S.A., Deceased.
Philip Kranshaw, LL.B., Napierville, Ill.
Clifton Worth Long, B.S.A., Trenton, Fla.
Ira McAlpin, A.B., Dade City, Fla.
P. R. McMullen, B.S.A., Largo, Fla.
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J. A. Mixson, A.B., Williston, Fla.

Jesse Carlisle Nixson, M.A., Ensley, Ala.
Sidney Daniel Padgett, A.B., Lake Butler, Fla.
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Zachariah Jay Stanley, LL.B., Liberty, Ind.
Wallace L. Tervin, LL.B., Bradentown, Fla.
Ford Leslie Thompson, B.S.A., Sanitary Officer, Tallahassee, Fla.
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Paul E. Weimer, B.S.A., Chattanooga, Tenn.
Harry Evins Wood, B.S.A., Evinston, Fla.
Horace Feaster Zetrouer, A.B.E., Saint Cloud, Fla.

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George Raney Bailey, A.B., 19 Franklin Court, Garden City, Long Island, N. Y.
John Samuel Benz, LL.B., Miami, Fla.
Ulmont U. Beville, LL.B., Ft. Myers, Fla.
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Alfred Anderson Green, LL.B., Daytona, Fla.
Elwood Overton Hall, LL.B., Quincy, Fla.
Jonas Henry Harrell, LL.B., Quincy, Fla.
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William Paul Hayman, B.S.A., Winter Haven, Fla.
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William Persons Jernigan, B.S., Canal Point, Fla.
Fred L. Knowles, B.S., Department of Publicity, Westinghouse Electric & Mfg. Co., East Pittsburgh, Pa.
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Otto Manecke, B.S.A., Brooksville, Fla.
Clarence B. Maloney, M.S., Longwoods, Md.
Frank Garner Merrin, B.S.A., Plant City, Fla.
Walter Taylor Moore, Jr., LL.B., Tallahassee, Fla.
Albert Meyers Musser, B.S.A., S. C. Expt. Station, Clemson College, S.C.
Claude St. Clair Ogilvie, A.B., Ft. Myers, Fla.
Detor Vernon Rouse, LL.B., Avon Park, Fla.
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CLASS OF 1919

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Paul Douglas Camp, B.S.A., White Springs, Fla.
Lemuel Curtis Crofton, A.B.E., DeLand, Fla.
Alden Bailey Crosby, B.S.E.E., San Mateo, Fla.
Ralph Crosby, B.S.A., San Mateo, Fla.
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Hugh Haynesworth McCallum, B.S.C.E., Jamieson, Fla.
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Deoclecio de Oliveria Pinto, B.S.Eng., S. Carlos, S. Paulo, Brazil.
Amzi Leech Rider, B.A.E., Tallahassee, Fla.
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Laurence Hervey Skinner, A.B., Havana, Fla.
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Ralph Stoutamire, B.S.A., c/o Florida Grower, Tampa, Fla.
Wm. H. Turnley, B.S., U. S. Naval Hospital, Boston, Mass.
Juan A. Veloso, LL.B., Carcar, Cebu, Philippines.
Chin Wu Wang, B.S.A., Honan, China.
John Nash Whitfield, B.S.E., c/o Jacksonville Traction Co., Jacksonville, Fla.
Benjamin Franklin Whitner, B.S.A., Sanford, Fla.

CLASS OF 1920

George Carl Alderman, A.B., 20 Pearl St., Baltimore, Md.
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Harold F. Bache. A.B. Lost.
Howard Sanderson Bailey, LL.B., Lynn Haven, Fla.
Paul Dryden Barnes, LL.B., Miami, Fla.
Earle Sevier Barney, M.A.E., Leland Stanford, Calif.
Elmore Dixie Beggs, LL.B., Madison, Fla.
Luther Lebyron Blackburn, B.S.E., Ft. Lauderdale, Fla.
Lennard Ohara Boynton, LL.B., Bartow, Fla.
Byron Earle Bushnell, B.S.C.E., P. O. Box 841, Tampa, Fla.
Harry Herman Bushnell, B.S.E.E., 1915 Wayne St., Swissvale, Pa.
James Joseph Caruso. Lost.
Romeo De Souza Carvalho, B.S.A., Havana, Cuba.
Joseph Gordon Clemons, B.S.A., Plant City, Fla.
John Franklin Coates, LL.B., Ft. Meade, Fla.
John Alexander Coleman, B.S., Memorial Hospital, Richmond, Va.
Mary Alexander Daiger, A.B.E., Monteverde, Fla.
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Claude Lee DeVane, B.S.A., Plant City, Fla.
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Dewey Albert Dye, LL.B., Bradentown, Fla.
H. H. Fein, Americus, Ga.
Thompson Hart Getzen, LL.B., Stuart, Fla.
John Allison Gillis, B.S.E., Sarasota, Fla.
Sigfred Christian Hansen, B.S.A., Ft. Myers, Fla.
Robt. Turner Hargrave, B.S.C.E., 609 E. 2nd St., Ocala, Fla.
Seth Westlake Hollinrake, A.B., Deceased.
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Emmett Key Perryman, LL.B., Starke, Fla.
Hubert Giles Powell, B.S.A., St. Augustine, Fla.
Larrell Bettess Pratt, B.S.E.E., Ortega, Fla.
Geo. Carl Roberts, B.S.A.E., Largo, Fla.
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Reeve Lee Sensabaugh, B.S.A., c/o Y. M. C. A., Tampa, Fla.
James Kershaw Sparkman, B.S.A., Dover, Fla.
Herman Vanroy Stapleton, A.B., c/o A. B Skinner, Sarasota, Fla.
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John Dewey Sundy, B.S.A., Delray, Fla.
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Julian Newton Ticknor, B.S.A., Dade City, Fla.
Henry Rawlings Tribble, B.S.A., DeLand, Fla.
Henry Clay Warner, B.S.M.E. Lost.
John William Watson, Jr., LL.B., Miami, Fla.
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Leo Hughes Wilson, B.S.A., Tavares, Fla.
Abraham Maurice Wolfson, B.S., Tampa ,Fla.
Malcom Nicholas Yancy, B.S.C.E., Marianna, Fla.
Henry Haild Zeder, B.S., Delray, Fla.

CLASS OF 1921

Alto Leo Adams, LL.B., Fort Pierce, Fla.
Charles Park Anderson, G.F., Avon Park, Fla.
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Albert Kent Bishop, B.S.A., Eustis, Fla.
Homer Eells Bratley, B.S.A.E., Gainesville, Fla.
Archer Eugene Carpenter, A.B., Box 152, Orlando, Fla.
Shafter Woodford Cason, B.S.E., Winter Park, Fla.
William Haywood Cates, B.S., Tallahassee, Fla.
Deforest Lewis Christiance, Jr., B.S.A., Box 36, Coconut Grove, Fla.
Curtis Carlisle Coxe, A.B., Chattanooga, Tenn.
Malcom Gilbert Donaldson, A.B.E., Shady Grove, Fla.
Roy Ludford Driggers, B.S.A.E., Los Angeles, Calif.
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Herbert Milton Freidlander, B.S., Newtown, Ohio.
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Carl Peter Heuch, B.S.A., Lake Wales, Fla.
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Julia Bee Hubbell, A.B....., Commerce, Texas.
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William Henry Mahoney, B.S.A., Leesburg, Fla.
Marion Brooks Matlack, B.S., care of U. of F. Gainesville, Fla.
Frederick Harvey Mellor, LL.B., Ft. Myers, Fla.
Harry McCreary Merchant, B.S., Med. College, Tulane Univ., New Orleans, La.
J. R. Moorhead, B.S.C.E., Melbourne, Fla.
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Edward Clyde Vining, LL.B., 204 Lawyers Bldg., Miami, Fla.
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Frederick Renfroe Weedon, B.S., 213 7th Ave., Tampa, Fla.
William Green Wells, B.S.A., Cocoa, Fla.
Leslie Dodd Williams, B.S.A., Route 1, Cocoa, Fla.

CLASS OF 1922

James Mitchell Alderman, LL.B., Bradentown, Fla.
John Dixie Almond, B.S.E.E., c/o So. Ulities Co., Arcadia, Fla.
Noble Boyd Armstrong, B.A.E., Bristol, Fla.
Robt. Drummond Atkisson, B.S.M.E., 824 Hibernia Bldg., New Orleans, La.
Lee Hampton Ball, A.B., Wilmore, Ky.
William James Bivens, LL.B., 302 Citizens Bank Bldg., Tampa, Fla.
Eric Russell Boswell, B.S.E.E., Inverness, Fla.
Tullie Hoyt Carlton, LL.B., Bartow, Fla.
Albert Reed Caro, LL.B., Room 4, Haymans Bldg., Gainesville, Fla.
John Hardin Carter, Jr., LL.B., Marianna, Fla.
Sidney Johnson Catts, Jr., LL.B., West Palm Beach, Fla.
Robert Foster Chatham, B.S.A., Center Hill, Fla.
Joseph Stanton Clark, LL.B., St. Petersburg, Fla.
Nelson Drennan Cooper, B.S.E.E., 516 Kelly Ave., Wilkinsburg, Pa.
Ruby Floyd Cooper, B.S.A.E., Sanford, Fla.
Arthur Crago, B.S., Copperhill, Tenn.
Anson Borden DeWolf, B.S.E.E., 14 Baker St., Daytona, Fla.
Robert Eugene Duckworth, A.B., Orlando, Fla.
John William Dyer, B.S.A., West Palm Beach, Fla.
Henry Reed Edmunds, B.S.A., Leesburg, Fla.
Lloyd Hayden Ellsworth, B.S.A., 701 Twigg St., Tampa, Fla.
Edward Erasmus Fleming, LL.B., 901 Atlantic National Bank Bldg., Jacksonville, Fla.
John Eugene Gaskill, 1 yr. Ag., Tampa, Fla.
William Lansing Gleason, LL.B., Eau Gallie, Fla.
George Wayne Gray, LL.B., Box 917, Clearwater, Fla.
Leon Archibald Gray, A.B.E., Hinson, Fla.
Causey Sijesmond Green, LL.B., Palatka, Fla.
Edward Badger Green, LL.B., 6$5 Ocklawaha Ave., Ocala, Fla.
Thomas Lacy Green, A.B.E., Groveland, Fla.
George Creary Hamilton, B.A.E., Pace, Fla.
Ray Laforest Hamon, B.S.E., Peabody College, Nashville, Tenn.
Hubert Arthur Haseltine, B.A.E., 1023 22nd Ave., Tampa, Fla.
Leeson Arthur Hogarth, B.S.E.E., Drawer T, West Palm Beach, Fla.
Hurley Washington Holland, LL.B., Box 1211, St. Petersburg, Fla.
Homer Howard, B.S.E., Sarasota, Fla.
Hsui Sheng Hua, M.A., Tunghai, Yunnan, China.

Randall Hubert Hughes, B.A.E., Ponce de Leon, Fla.
Henry Cecil Johnson, B.S.E., Lake City, Fla.
Raynold Henry Juve, B.F., Route 1, Box 24, Vero, Fla.
James Velma Keen, LL.B., Sarasota, Fla.
James Harold Klock, A.B., 1614 N. Caroline St., Baltimore, Md.
Daniel Ley Leisher, B.S.C.E., Wabasso, Fla.
Carl Temple Link, B.S.A., Orlando, Fla.
Charles Rudolph Lohmeyer, LL.B., Graham Bldg., Jacksonville, Fla.
James Neville McArthur, B.S.A.E., Lemon City, Fla.
William Harry McBride, B.S.A., Seville, Fla.
George Miles McClendon, B.S.E. Deceased.
Glenn Elisha McKay, A.B.E., Sanford, Fla.
Ian Hart McKillop, LL.B., P. O. Box 25, Winter Haven, Fla.
Eldridge Franklin McLane, A.B.E., Palatka, Fla.
Herbert Stockton Massey, B.S., Dade City, Fla.
James Frank Merrin, A.B., Gainesville, Fla.
George Walton Milam, A.B., c/o Milam & Milam, Nat. Bank Bldg., Jacksonville, Fla.
Charles Edgar Morgan, B.S., 1760 Kenyon St., Washington, D. C.
Martin Hartwell Moyer, B.A.Ed., Bonifay, Fla.
Horace O'Bryant, B.S.E., Oxford, Fla.
Emery Sharon Odom, B.S.A.E., Munson, Fla.
Porter Lee Peaden, B.A.E., Live Oak, Fla.
Bertel Nelson Raa, A.B., Tallahassee, Fla.
Russell Paul Redman, B.S.E.E., Ft. Lauderdale, Fla.
Anthony Regero, A.B., c/o Y. M. C. A., Steubenville, Ohio.
LeRoy Leak Richardson, G.E., Evinston, Fla.
Lance Clayton Richbourg, B.S.A., Crestview, Fla.
Moses Harry Rosenhouse, LL.B., Miami, Fla.
Thomas Sale, A.B., Chipley, Fla.
Sigsbee Lee Scruggs, LL.B., Gainesville, Fla.
John Scott Sherman, B.S.Ag., 133 N. E. 3rd Ave., Miami, Fla.
Glenn Ballard Simmons, A.B.E., Panama City, Fla.
Henry Belt Slaughter, A.B.Ed., Waterproof, La.
Arthur Neyle Sollee, B.S.C.E., Box 1145, Jacksonville, Fla.
Maurice Stein, A.B., 1619 7th Ave., Tampa, Fla.
Samuel Maxwell Strom, 1 Yr. Ag., Juniper, Fla.
Paul Jones Sweeney, B.S.Ed., Newcasttle, Pa.
Clarence Strouse Thomas, B.S.E.E., 733 N. Virginia Ave., Gainesville, Fla.
Lacy Glenn Thomas, A.B.E., Groveland, Fla.
William Earl Thompson, LL.B., 912 Citizens Bank Bldg., Tampa, Fla.
Burwell Thornton, LL.B., Post Office Bldg., Daytona, Fla.
Walter Morris Tillman, B.S.Ag., Lake Wales, Fla.
Horace Lamar Tolbert, A.B.E., care of H. H. S., Tampa, Fla.
Clifford Levi Walker, B.S.A., Sanford, Fla.
Judson Buron Walker, A.B.E., Leesburg, Fla.
Edward Patrick Watson (S.N.S.), Long Beach, Calif.
Joel Reaves Wells, A.B.E., Orlando, Fla.
DeWitt Everett Williams, B.S.E., Sebring, Fla.
John Franklin Williams, Jr., B.S.A.E., Chiefland, Fla.
Thurston Philip Winter, A.B., Barberville, Fla.
Arthur Lee Work, B.S.E., Tallahassee, Fla.
Walter Scott Yates, B.S.A.E., Box 84, Gonzalez, Fla.

CLASS OF 1923

Charles Elliott Abbott, B.S.A., Gainesville, Fla.
Burton Weber Ames, B.S.A., Gainesville, Fla.
George James Baya, LL.B., c/o Snedigar and Miller, P. O. Box 1182, Miami, Fla.
Orville Marion Berg, B.S., Arcadia, Fla.
Julian A. Blake, LL.B., Clerk's Office Federal Court, Tampa, Fla.

James Victor Blume, B.S.A., Box 296, Live Oak, Fla.
William Moreau Bostwick, B.S.M.E., Jacksonville, Fla.
Egbert Napoleon Bowyer, LL.B., Lakeland, Fla.
Virgil Marlow Bradshaw, B.S., San Antonio, Fla.
William Jennings Bullock, A.B.E., Monticello, Fla.
Maurice Frank Bunnell, B.S.C.E., Box 717, Orlando, Fla.
Richard Temple Burr, B.S.A., Box 953, Miami, Fla.
Calhoun Yancey Byrd, LL.B., Delray, Fla.
Robert Arthur Carlton, B.S.A., West Palm Beach, Fla.
Austin W. Chadwick, Jr., LL.B., Box 892, St. Augustine, Fla.
Jeff Chafin, M.S., 332 State Capitol, Atlanta, Ga.
Lawrence H. Cobb, B.S.E.E., 463 Biddle St., Wilkinsburg, Pa.
Charles Edward Cook, B.S.E.E., 1821 S. 49th Court, Chicago, Ill.
John O'Neal Cox, A.B., Gainesville, Fla.
Richard Samford Dowdell, B.S.A., Box 52, Plant City, Fla.
Charles Edwin Duncan, LL.B., Tavares, Fla.
Kasper Green Duncan, A.B.E., Lake Butler, Fla.
Rollin Jesse Ebinger, B.S.Ed., Eustis, Fla.
Walter Downing Etheridge, LL.B., Tavares, Fla.
Earl Drayton Farr, LL.B., Punta Gorda, Fla.
Thomas Herod Ferguson, A.B., Miami, Fla.
Paul Gray Franklin, B.S.M.E., Ft. Myers, Fla.
Henry Fuller, B.S., 40 Park St., West Roxbury, Mass.
Landon Fuller, B.S.E.E., 221 Vine St., Edgewood, Pittsburgh, Pa.
Aibert James Geiger, B.S.A., St. Cloud, Fla.
Alexander Angus Gillis, B.S.C.E., Tampa, Fla.
George Ransom Graham, B.S.A., Havana, Fla.
Errett Filmore Gunn, B.S.C.E. Lost.
William Watts Gunn, B.S.E.E., Box 762, New Smyrna, Fla.
John Franklin Hall, LL.B., c/o P. S. Gaskin, Bisbee Bldg., Jacksonville, Fla.
Charles Roy Hauser, B.S.C.E., 426 E. Market St., Iowa City, Iowa.
Terrel Davis Henley, A.B., Exchange National Bank Bldg., Tampa, Fla.
Clifford Rosswell Hiatt, B.S.A., Ocala, Fla.
Allen Tabor Hollinrake, A.B., c/o H. C. Tabor, Lake Worth, Fla.
Roy Belknap Hoskins, A.B., 1102 Horatio St., Tampa, Fla.
Donald Hubbard, M.S., Terra Ceia, Fla.
Frank Richter Hunter, B.S., Ft. Myers, Fla.
Benjamin Lott Jennings, LL.B., Okeechobee, Fla.
Lester Windsor Jennings, LL.B., Okeechobee, Fla.
Charles Ward Johnson, LL.B., Largo, Fla.
John MeHenry Jones, LL.B., Pensacola, Fla.
Frank Marion Keller, B.S.C.E., Wilson Dam, Florence, Ala.
Thomas Floyd Kennan, B.S., St. Regis Falls, N. Y.
Fred Kilgore, B.S.E.E., Clearwater, Fla.
Walter Russell King, A.B., Ft. Pierce, Fla.
Eury Martin Knight, LL.B., Lakeland, Fla.
William Porter Ladd, Jr., B.S.E.E., 77 E. Hancloch St., Detroit, Mich.
Paul Ernest Leland, B.S.E.E., St. Petersburg, Fla.
Robert Gaston Little, LL.B., Orlando, Fla.
Sam W. McInnis, A.B.Ed., Wauchula, Fla.
Wade Douglass Mahannah, B.S.E.E., Ft. Lauderdale, Fla.
Ralph Angelo Marsicano, LL.B., 733 Henderson Ave., Tampa, Fla.
Edward Lee Mathews, B.S.A., Aucilla, Fla.
Robert Glover Miller, A.B., Box 1326, Daytona, Fla.
Francis Webb Parker, A.B., Citizens Am. Bk. & Trust Co., Tampa, Fla.
Ralph Parker Perkins, B.S.Ch.E., Y. M. C. A., Jacksonville, Fla.
Ford Lewis Prescott, B.S.M.E., c/o Southern Utilities Co., Palatka, Fla.
Rob Roy Rhudy, LL.B., West Palm Beach, Fla.
Weiland Walker Rogers, B.S., 2045 Oak St., Jacksonville, Fla.

John Whittier Royer, B.S.A. Lost.
Newton St. John, B.S., 525 W. 113th St., New York City, N. Y.
Marcus Ercelle Sanders, B.S.Ch.E., 1168 W. Union St., Gainesville, Fla.
Earnest Mason Schalinger, B.S.A., Box 204, West Palm Beach, Fla.
Loren Dale Simon, LL.B., Box P, West Palm Beach, Fla.
Joseph Gordon Smith, B.S.A., Sebring, Fla.
Richard Menzo Smith, B.S.Ag., 1602 Ionia St., Jacksonville, Fla.
Garland Wesley Spencer, LL.B., Box 259, Sanford, Fla.
Richard Stanley, B.S., 1906 W. University Ave., Gainesville, Fla.
Lloyd Denison Stewart, B.S.A., Bradentown, Fla.
Ward Cullen Sumpter, M.S., 40 Lake Place, New Haven, Conn.
James Clagett Taylor, A.B., Sebring, Fla.
Irvin Grey Thomas, B.S.E.E., Fort Myers, Fla.
Laudious Lawrence Thompson, B.S.A.E., Tarpon Springs, Fla.
Leonard Edwin Todd, B.S.E.E., Ocala, Fla.
William Lorenzo Tooke, B.S., Exchange National Bank Bldg., Tampa, Fla.
William Gresham Ward, LL.B., 304 N. Bayshore Drive, Miami, Fla.
Aleck White, B.S.A., c/o Gulf Fertilizer Co., Tampa, Fla.
Joseph Senter White, LL.B., West Palm Beach, Fla.
Horace S. Wilson, B.S.A., Greensboro, Fla.
Robert Wray, B.S.A., Box 19, Univ. Station, Gainesville, Fla.
Coleman Gay Wysong, A.B.E., Assumption, Ill.
William Jacob Yarnoff, B.S.C.E., Box 637, Micanopy, Fla.

CLASS OF 1924

Fred Potter Abbott, B.S.A., Seffner, Fla.
John Capron Babson, B.S.M.E., 695 S. Oak St., Bartow, Fla.
Milledge Alpheus Baker, B.S.A., Belle Glade, Fla.
Clyde Ivan Bearss, B.S.E.E., 84 Alexander St., Dorchester, Mass.
David Estein Booth, B.S.C.E., St. Petersburg, Fla.
Clarence Alexander Boswell, Jr., LL.B., Bartow, Fla.
James Lowry Bray, M.S., Box 135, Georgetown, Ky.
Paul H. Brinson, LL.B., Gainesville, Fla.
Rolf Kennard Buckley, B.S.A.E., Gainesville, Fla.
Edgar Burton Busbee, A.B., c/o J. B. Green Realty Co., St. Petersburg, Fla.
John Curtis Byrd, LL.B., c/o Maxwell Baxter, Ft. Lauderdale, Fla.
George Arthur Calhoun, B.S.E.E., 1310 N. 15th Ave., Pensacola, Fla.
Erwin Americus Clayton, A.B.E., 1606 W. University Ave., ainesville, Fla.
Otis Milton Cobb, LL.B., Box 116, Sanford, Fla.
Willis Judson Cody, B.S., Babson Park, Fla.
Crenshaw Caleb Collins, B.S.A., Davenport, Fla.
William Jasper Crowley, B.S.A., Miakka, Fla.
Gilbert Curtis, B.S.E.E., 080 Cayuga St., Tampa, Fla.
Robert Danison, B.S.C.E., 245 3rd Ave., South, St. Petersburg, Fla.
Clyde Thomson Davies, A.B., Radcliffe, Va.
Orville Rhoads Davis, B.S.A., Leesburg, Fla.
Louis Eugene Dupont, B.S.A.C., Univ. Station, Gainesville, Fla.
Bernard King Durst, B.S.M.E., Gainesville, Fla.
Robert Lee Earnest, Jr., J.D., c/o Winters & Foshette, West Palm Beach, Fla.
Henry Leitner Edwards, B.S., 321 Verona St., Kissimmee, Fla.
Elgar Percy Ellis, LL.B., Miami, Fla.
Paul Emmert, LL.B., 911 West Manatee Ave., Bradentown, Fla.
Geo. Floyd Ferris, B.S.C.E., c/o Carr & McFadden, West Palm Beach, Fla.
Jacob Wolfe Friedman, B.S.E.E., 222 W. Cerrantes St., Pensacola, Fla.
Carroll Wilbur Fussell, A.B., Box 19, University Station, Gainesville, Fla.
Shelby Gunn Gaskin, LL.B., c/o W. B. Crawford, Orlando, Fla.
Thomas Jefferson Geiger, B.S.A., R. F. D. 4, Jacksonville, Fla.
John Shirley Gracy, College Inn, Gainesville, Fla.
Henry Latham Gray, LL.B., Bradentown, Fla.

John Herndon Hansbrough, B.S.A., 208 E. Park Ave., Tampa, Fla.
Kenneth Kalmar Hansen, A.B., Box 652, Orlando, Fla.
George O. Harrison, B.S.E.E., c/o U. S. Patent Office, Washington, D. C.
Benjamin Dillon Hartridge, LL.B., 1430 Park St., Jacksonville, Fla.
John Beach Hazard, B.S., University Station, Gainesville, Fla.
William Marion Hendry, LL.B., c/o T. M. Shackleford, Jr., 302 Citizeins Bank Bldg., Tampa, Fla.
Elmer Dumond Hinckley, A.B., c/o University of Chicago, Chicago, Ill.
Murphy Roy Hinson, A.B.E., Peabody College, Nashville, Tenn.
George Randolph Hitchcock, LL.B., Bradentown, Fla.
H. C. Houghtaling, B.S.A., Mountain View, N. J.
Huber C. Hurst, A.B.S.S., 124 Florida Court, Gainesville, Fla.
William Harrington Keen, B.S.C.E., 215 Palm Ave., Sarasota, Fla.
Roger Kenneth Lewis, LL.B., 105 N. Sapodilla St., West Palm Beach, Fla.
Henry Franklin Lilienthal, LL.B., Ortega, Fla.
Edward Porter McCorkle, LL.B., 219 W. Orange St., Lakeland, Fla.
Jackson Henson McDonald, B.S.A.E., Stuart, Fla.
David Franklin McDowell, A.B., Quitman, Ga.
Chester Bartow McMullen, LL.B., Clearwater, Fla.
Ojus Malphurs, B.S.Ch.E., High Springs, Fla.
Joseph Henson Markham, A.B., S. A. E. House, Gainesville, Fla.
Grant Arthur Martell, B.S.A., Fellsmere, Fla.
Thomas Otis Mathis, A.B.S.S., Paxton, Fla.
John William Mellor, B.S.C.E., c/o Western Electric Co., Hawthorne Station, Chicago, Ill.
Wm. Sylvester Middleton, A.B., Pomona, Fla.
Aubrey Cartwright Ormsby, B.S.A., Larkins, Fla.
Earl Edward Peeples, B.S.E.E., Westinghouse lec. & Mfg. Co., c/o Educational Dept., East Pittsburgh, Pa.
Robert Samuel Pierce, Jr., A.B., S. A. E. House, Gainesville, Fla.
John Carter Polhill, J.D., Clearwater, Fla.
Stewart Lines Pomeroy, B.S.C.E., 1852 Laura St., Jacksonville, Fla.
Wm. Harold Pomeroy, B.S.A., 32 E. Concord Ave., Orlando, Fla.
George Washington Pryor, B.S.A., Laurel Hill, Fla.
Hugh Roberts, Jr., B.S.E.E., 1443 S. W. 4th St., Miami, Fla.
Earnest Rutledge, LL.B., Brooksville, Fla.
Richard Alan Sias, A.B., Orlando, Fla.
William Vereen Smithwick, J.D. Lost.
Harold C. Stansfield, B.S.M.E., c/o Southern Utilities Co., Palatka, Fla.
Malcom Lewis Stephens, LL.B., 13 St. Louis Ave., St. Augustine, Fla.
Francis Fernando Storm, Jr., LL.B., 309 W. 86th St., New York City, N. Y.
Judson Wm. Strickland, B.S.A., Homestead, Fla.
William Earnest Sweat, LL.B., Mulberry, Fla.
Franklin Francis Tryler, A.B.., Melbourne, Fla.
Robert Cochran Trimble, Jr., B.S.C.E., c/o H.B. Smith, Titusville, Fla.
Clinton B. Van Cleef, B.S.A., Univ. Sta., Gainesville, Fla.
Leonard Allison Wesson, B.S.C.E., Ocala, Fla.
Joseph Drew Wheeler, Bunnell, Fla.
Herbert Augustus Williams, LL.B., 1617 Silver St., Jacksonville, Fla.
Irvine DeBerry Williams, B.S.C.E., 911 S. Rome Ave., Tampa, Fla.
Vern William Wilson, B.S.A., Kissimmee, Fla.
Jacob Hooper Wise, A.B., 312 N. Roper Ave., Gainesville, Fla.
Edward Benson Woodberry, A.B., Quincy, Fla.
Milton Leonidas Yates, A.B., Box 19, Univ. Sta., Gainesville, Fla.

HONORARY DEGREES

1909

Andrew Sledd—D.D.—Emory University, Atlanta, Ga.

1910

Thomas M. Shackleford—LL.D.—Tampa, Fla.
W. F. Blackman—LL.D.—Orlando, Fla.

1916

William Spencer Currell—LL.D.—Columbia, S. C.
Albert H. Walker—D.Lit.—St. Augustine, Fla.

1919

Edward Rawson Flint—LL.D.—Office of Experiment Station, Washington, D. C.
Fons A. Hathaway—LL.D.—Tallahassee, Fla.
George Morgan Ward—LL.D.—Tallahassee, Fla.

1920

P. H. Rolfs,—D. Sc.—Vircesa, Menar Geraes, E. F. Leopoldina, Brazil.

1921

P. K. Yonge—LL.D.—Pensacola, Fla.

1923

Nathan P. Bryan—LL.D.—Jacksonville, Fla.
William Jennings Bryan—LL.D.—Deceased.
Harvey W. Cox—LL.D.—Emory University, Atlanta, Ga.

PART III

THE ALUMNI ARRANGED ACCORDING TO LAST KNOWN RESIDENCES

FLORIDA

ALACHUA

E. S. Traxler, A.B., '15.

ARCADIA

John Dixie Almond. B.S.C.E., '22, Manager Southern Utilities.
Orville Marion Berg, B.S., '23.
C. I. Hollingsworth, A.B.E., '16. Supervising Principal Arcadia Schools.
Sumter Leitner, A.B., '13. Lawyer.
Daniel L. McSwain, '90. Physician.
Louis R. Morgan B.A., '13. Hardware business and citrus grower and shipper.
J. M. Tillman, B.S.A., '17. County Agent.

ARGYLE

M. A. Parish, '92.

ASTATULA

R. C. Dunn, A.B., '96. Orange grower. Railroad Commissioner.

AUCILLA

Edward Lee Mathews, B.S.A., '23. H. S. Principal.

AVON PARK

Charles Park Anderson, G.F., '21. Horticulturist.
Clyde Royston McGinnis, '98.
Detor Vernon Rouse, LL.B., '18. Attorney and County Judge.

BABSON PARK

Willis Judson Cody, B.S., '24. Garage business.

BAGDAD

Charles Henry Overman, B.S.C.E., '11. Engineer.

BARBERVILLE

Thurston Philip Winter, A.B., '22. Teacher.

BARTOW

John Capron Babson, B.S.M.E., '24, 695 South Oak St. With Southern Utilities Co.

Clarence Alexander Boswell, Jr., LL.B., '24. Lawyer.
Walter Lacey Boyd, '96. Civil Engineer.
Lennard O'Hara Boynton, LL.B., '20. Lawyer.
Tullie Hoyt Carlton, LL.B., '22. Athletic Director Summerlin Institute.
T. D. Felton, B.S.C.E., '12. Manager phosphate mine.
R. H. Fryer, B.S.. '10. Citrus grawer.
Spessard L. Holland, LL.B., '16. Lawyer and County Judge.
R. B. Huffaker, LL.B., '11. Lawyer.
E. A. Law, '96. Dentist.
C. D. McDowell, B.S.A., '15, R. F. D. 3. Chemist Southern Phos. Corp.
H. K. Olliphant, Jr., LL.B., '16. Lawyer.
Walter Roberts, B.S.E., '20. Prin. Bartow H.S.
Bruce M. Wade, '90.
George Edwin Walker, LL.B., '18. Lawyer.
C. M. Wiggins, LL.B., '14. Lawyer.
Owen Edgar Williams, LL.B., '20, P. O. Box 94. Lawer. Judge of Bartow.
Bradley Carlisle Wilson, '03. Lawyer.
Milton D. Wilson, '04. Lawyer.
R. Borden Wilson, A.B., '13. Life Ins.
Erle Lawrence Wirt, '97, 11 Pearl St. Banker.

BELLE GLADE

Milledge Alpheus Baker, '24, Branch Experiment Station. Head of Grass Dept .

BLOUNTSTOWN

Thos. C. Ray, LL.B., '14. Lawyer.

BAKER

W. F. King, '92.

BONIFAY

Martin Hartwell Moyer, B.A.E., '22. H. S. Principal.

BRADENTON

James Mitchell Alderman, LL.B., '22.
Edward Lee Beeson, M.A.E., '21. Prin. Manatee Co. High School.
Dewey Albert Dye, LL.B., '20. Lawyer.
Paul Emmert, LL.B., '24, 911 West Manatee Ave. Lawyer.
Henry Latham Gray, LL.B., '24. Lawyer.
George Randolph Hitchcock, LL.B., '24. Lawyer.
Gordon Brown Knowles, A.B., '15. Lawyer.
Charles Andrew Martini, B.S.A., '14. Real Estate.
W. D. Shepperd, '02. Real Estate.
Lloyd Denison Stewart, B.S.A., '23. Pathologist.
Wallace L. Tervin, LL.B., '17. Lawyer.
Roy K. Van Camp, B.S.C.E., '16. State Highway Dept., Civil Engineer.

BRISTOL

Noble Boyd Armstrong, B.A.E., '22. H. S. Principal.

BROOKSVILLE

Hugh Haile, LL.B., '15. Lawyer.
Lorenzo Dow Hathaway, '02. County Supt. of Schools.

Algernon Keathley, '01. Postmaster.
Otto Manecke, B.S.A., '18. Farmer.
Ernest Rutledge, LL.B., '24. Lawyer.
Frederick Lyker Stringer, A.B., '96. Lawyer.

BUNNELL

Joseph Drew Wheeler, A.B.E., '24. Principal High School.

BUSHNELL

A. M. Roland, LL.B., '11. Lawyer.

CANAL POINT

William Persons Jernigan, B.S., '18. Mill Supt., Fla. Sugar and Food Prod. Co.

CEDAR KEY

D. F. Thomas, B.S.C.E., '12. Civil Engineer.

CENTER HILL

Robert Foster Chatham, B.S.A., '22. Teacher. Farmer.

CHATTAHOOCHEE

Benjamin F. Barnes, '97. Asst. Physician, Fla. State Hospital.

CHIEFLAND

John Franklin Williams, Jr., B.S.A.E., '22. Teacher.

CHIPLEY

LcRoy De Villa McRae, '02. Lawyer.
Thomas Sale, A.B., '22. Lawyer.

CLEARWATER

Robert Solter Blanton, A.B., '13. County Supt. of Iinellas County.
Arthur T. Cornwell, '89. Rector of Church of Ascension.
George Wayne Gray, LL.B., '22. Box 917. Lawyer.
Thomas Hamilton, LL.B., '17. Lawyer.
Edward Hughson Hurlebaus, B.S.A., '20, Box 963. Horticulturist and Salesman, Gulf Fert. Co.
Milton Homer Jones, LL.B., '20. Lawyer.
Fred Kilgore, B.S.E.E., '23.
Chester Bartow McMullen, LL.B., '24. Lawyer.
Edwin Wallace McMullen, '01. City Supt. of Schools.
Melvin Arthur McMullen, LL.B., '12. Pros. Att'y and Circuit Judge.
W. A. McMullen, '05.
J. A. Miller, B.S.A., '14, 16 S. Ft. Harrison Ave. Real estate business.
John Carter Polhill, J.D., '24. Lawyer.

COCOA

William Green Wells, B.S.A., '21. County Agent.
Leslie Dodd Williams, B.S.A., '21, Route 1. Citrus Developer.

COCONUT GROVE

Deforest Lewis Christiance, Jr., B.S.A., '21, Box 36. Sec. and Treas. Red Bird Guano Co.
Selden Gourley Kent, B.S.E.E., '20, Box 447. With Electrical Equipment Co. of Miami.

CRESTVIEW

Lance Clayton Richbourg, B.S.A., '22. Professional ball player.

COTTONPLANT

Dwight Newcomb Barco, A.B., '98. Farmer.

DADE CITY

Herbert Stockton Massey, B.S., '22. Asst. Manager Sunny Brook Tobacco Co.
Ira McAlpin, A.B., '17. Teacher.
Ira E. Soar, B.S.A., '11. Nurseryman.
Julian Newton Ticknor, B.S.A., '20.

DAVENPORT

Crenshaw Caleb Collins, B.S.A., '24. Supt. Citrus Corporation.

DAYTONA

William Edward Daniell, A.B., '20, Box 877. Lawyer.
Anson Borden DeWolf, B.S.E.E., '22, 14 Baker St. Engineering.
Alfred Anderson Green, LL.B., '18. Lawyer.
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Burwell Thornton, LL.B., '22, 4 Post Office Bldg. Lawyer.
John Will Yon, '04. Hotel owner.

DE FUNIAK SPRINGS

W. T. Bludworth, '89. Attorney.
Angus Graham Campbell, '92. Judge.
G. B. Campbell, '98. Banker.
W. W. Flournoy, A.B., '96. Lawyer.
Stuart Knox Gillis, '90. Lawyer.
John Love McKinnon, '03. Farmer.
Joseph Alexander McKinnon, '03. Teacher.
John L. Moore, '04. Lawyer.
H. J. Rogers, '96. Mill operator.

DE LAND

Lemuel Curtis Crofton, A.B.E., '19. Lawyer.
James Edwin Futch, A.B., '93. Prof. of Law, Stetson Univ.
Henry Rawlings Tribble, B.S.A., '20. Salesman Fert. Co.
Hunter Samuel Woodberry, A.B., '06. Physician.

DELRAY

Calhoun Yancey Byrd, LL.B., '23. Lawyer.
John Dewey Sundy, B.S.A., '20. Merchant.
Frank M. Swanson, B.S.C.E., '14. Civil Engineer.
Henry Haild Zeder, B.S.M.E., '20.

DOVER

James Kershaw Sparkman, B.S.A., '20. Truck and orange grower.

EAU GALLIE

William Lansing Gleason, LL.B., '22.

EUSTIS

Albert Kent Bishop, B.S.A., '21. Florist and nurseryman.
Dougal McRee Buie, LL.B., '12. Attorney, Bishop & Buie.
Rollin Jesse Ebinger, B.S.Ed., '23. Asst. H. S. Principal.
Frank Emery Owens, LL.B., '14. Real Estate.

EVINSTON

LeRoy Leak Richardson, G.F., '22. Truck farmer.
Harry Evins Wood, B.S.A., '17. Inspector for State Plant Board.

FELLSMERE

Grant Arthur Martell, B.S.A., '24.

FERNANDINA

James Bailey Stewart, LL.B., '15. Lawyer and County Judge.

FORT LAUDERDALE

Maxwell Baxter, LL.B., '14. Lawyer.
Luther Lebyron Blackburn, B.S.E., '20. Prin. of School.
John Curtis Byrd, LL.B., '24, c/o Maxwell Baxter. Lawyer.
Wade Douglass Mahannah, B.S.E.E., '23.
Russell Paul Redman, B.S.E.E., '22.

FORT MEADE

John Franklin Coates, LL.B., '20.
Fred Stuart Roux, '05. Dentist.
Melville A. Wilson, '98. Lawyer.

FORT MYERS

Ulmont U. Beville, LL.B., '18. Lawyer.
John William Blanding, '00. Banker.
Wynfred Roscoe Briggs, B.S.A., '17. County Agent.
John Franklin Coates, LL.B., '20.
Paul Gray Franklin, B.S.M.E., '23.
Sigfred Christian Hansen, B.S.A., '20.
Robert Abner Henderson, Jr., LL.B., '14. Lawyer.
Frank Richter Hunter, B.S., '23. City Health Officer.
Samuel Watson Lawler, LL.B., '13. Lawyer.
Frederick Harvey Mellor, LL.B., '21. Lawyer.
Claude St. Clair Ogilvie, A.B., 16. Lawyer.
James Frederick Pixton, B.S., '04. Life Insurance.
R. W. Randell, LL.B., '12. Lawyer.
Arthur Ernst Schneider, '19. Farming.
Cyrus Q. Stewart, LL.B., '11. Lawyer.

FORT PIERCE

Alto Leo Adams. LL.B., '21. Lawyer.
Walter Russell King, A.B., '23. Teaching.
John Walker Liddon, LL.B., '21. Lawyer.
Edmund Sidney Williams, '89.

FORT WHITE

Luther Gilder Getzen, B.S.A., '05. Farming.
R. F. Persons, A.B., '08. Merchant.
Edmun Sidney Williams, '89. Orange grower.

GAINESVILLE

Charles Elliott Abbott, B.S.A., 23. Intsructor in Horticulture, U. of F.
Barnett Davis Adams, A.B.E., '16, R. F. D. 2. Teacher.
Burton Weber Ames, B.S.A., '23. Secretary Correspondence Study General Extension Division U. of F.
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John Mason Tison, '91. Automobile business.
Elbert Daymond Turner, '92. Receiver of Fla. Bank & Trust Co.
Clinton B. Van Cleef, B.S.A., '24, University Station. Graduate Student.
Adolphe Louis Vidal, '95. Transfer business.
Albert Vidal, B.S.C.E., '13. Pharmacist.
William D. Wheeler, '04, c/o Mrs. Harvey Hutchinson. Convalescent from World War.
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GONZALEZ

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GRACEVILLE

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GREEN COVE SPRINGS

Carl Herman Rosenbusch, B.S.A., '17. Merchant.
Alvin G. Shands, B.S.C.E., '13. Manufacturer.
Joseph Walter Shands, A.B., '11. Lawyer.

GREENSBORO

Horace S. Wilson, B.S.A., '23. H. S. Principal.

GROVELAND

Thomas Lacy Green, A.B.E., '22. H. S. Principal.
Lacy Glenn Thomas, A.B.E., '22. Principal Groveland H. S.

HAINES CITY

Colin Donald Gunn, B.S.A., '16. Real estate and insurance and citrus grower.

HAVANA

George Ransom Graham, B.S.A., '23. H. S. Principal.
Laurence Harvey Skinner, A.B., '19. Associate Headmaster of Castle Heights Mil. Acad.

HAWTHORNE

Roy Hadley Smith, '91.

HIGH SPRINGS

Ojus Malphurs, B.S.Ch.E., '24.

HINSON

Leon Archibald Gray, A.B.E., '22. Teacher.

HOMESTEAD

Judson Wm. Strickland, B.S.A., '24.

INVERNESS

Eric Russell Boswell, B.S.E.E., '22.
M. C. Scofield, LL.B., '16. Lawyer.
R. W. Van Brunt, A.B., '96. H. S. Principal.

JACKSONVILLE

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Theo. B. Everett, '90, 3330 Perry St. Railway Mail Clerk.
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Clarence E. McKinnon, '01, Panama Park. Osteopath.
William McKee Madison, LL.B., '21, 402-404 Atlantic National Bank Bldg. Lawyer.
William Lacy Mahon, LL.B., '18, 210 Graham Bldg. Lawyer.
Charles Madison Mann, B.S.A., '17, P. O. Box 212. Asst. Treasurer for Commodore Point Terminal Company.
Wyatt B. Martin, A.B., '09, R. F. D. 2, Box 300. Lumberman.
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George Walton Milam, A.B., '22, care Milam & Milam, Nat. Bank Bldg. Lawyer.
Irvin Morgan, A.B., '95.
Lloyd Morgan, A.B., '01, Peninsular Casualty Bldg.

Lloyd Zaner Morgan, LL.B., '20, 403 Graham Bldg.
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P. C. Nickerson, '01.
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Lawrence A. Perkins, A.B., '12, 217 E. First St. Asst. Cashier of Barnett Nat. Bank.
Ralph Parker Perkins, B.S.Ch.E., '23, Y. M. C. A. Chemist, Fla. Cotton Oil Co.
Stewart Lines Pomeroy, B.S.C.E., '24, 1852 Laura St. Engineer, Stone & Webster.
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Charles Chester Quaintance, B.S., '04, 215 West 9th St. Pharmacist.
J. H. Randolph, A.B., '00, 309 Riverside Ave. Physician.
Weiland Walker Rogers, B.S., '23, 2045 Oak St. Student of Medicine at Vanderbilt.
J. Douglass Shaylor, '86, 316 Masonic Temple. Real estate and insurance business.
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Arthur Neyle Sollee, B.S.C.E., '22, Box 1145. Engineer.
Geo. Allen Stephens, '02. Lawyer.
A. M. Stillman, '86, c/o Collector of Internal Revenue.
Frank D. Upchurch, LL.B., '15, Graham Bldg. Lawyer.
Paul Vetter, LL.B., '17, 325 West Ashley St. Lawyer.
L. E. Wade, Jr., LL.B., '11, 831 May St. Lawyer.
Stanton Walker, LL.B., '12, Atlantic Nat. Bank Bldg. Lawyer.
C. L. Welch, LL.B., '14. Lawyer.
Frank Helvenston Weller, B.S.C.E., '06, 328 E. Duval St. Civil Engineer.
Byron McG. West, '04, c/o Times-Union. City Editor, Times-Union.
John Nash Whitfield, B.S.C.E., '19, care Jacksonville Traction Co. Engineer.
Herbert Augustus Williams, LL.B., '24, 1617 Silver St.
Thomas Duke Williams, A.B., '20, 2408 Oak St. Theological Student.

JAMIESON

Hugh Haynesworth McCallum, B.S.C.E., '19. Mill Superintendent.

JASPER

Emory G. Diamond, A.B., '19. Baptist Minister.

JUNIPER

Samuel Maxwell Strom, 1 Yr. Ag., '22. Farmer.

KEY WEST

C. M. Curry, B.S. '05.
J. Lancelot Lester, LL.B., '11. Lawyer.
Virgil Scott Lowe, '02. County Supt. of Public Instruction.
Geo. C. Patten, '89.
Geo. R. Plummer, B.S., '88, 504 Simonton St. Physician and surgeon.
Melvin Earl Russell, B.A.E., '17, 919½ Elizabeth St. Asst. Principal of H. S.
Albert F. Schultz, '86.
H. Fred Smith, '03.
Joseph Neilson Watkins, B.S.C.E., ,'21, 1022 Elgin St. Civil Engineer.
Stephen Moreno Whalton, '91. Bookkeeper, First National Bank.

KISSIMMEE

Henry Leitner Edwards, B.S., '24, 321 Verona St. Teacher.
George Palmer Garrett, LL.B., '13. Lawyer.
June Rawls Gunn, B.S.A., '21. County Agent of Osceola County.
Pat Johnston, LL.B., '11. Lawyer.

W. J. Sears, A.B., '95. Congressman and lawyer.
Vern William Wilson, B.S.A., '24.

LAKE BUTLER

Kasper Green Duncan, A.B.E., '23. Teacher.
Sidney Daniel Padgett, A.B., '17. H.S. Principal.

LAKE CITY

Max M. Brown, B.S., '02. Lawyer and Ford dealer.
E. C. Calhoun, LL.B., '10. Preacher.
W. F. Dodd, A.B., '98, 105 W. Monroe St.
Pratt Gillen, '98, c/o Gay Gillen.
Washington Mackey Ives, A.B., '97. Physician.
Henry Cecil Johnson, B.S.E., '22. H. S. Principal.
S. S. Keen, LL.B., '12. Attorney.
Claude Tompkins, B.S., '07. Jeweler.
Talmage C. Young, B.S., '04. Merchant.

LAKELAND

Egbert Napoleon Bowyer, LL.B., '23. Lawyer.
Thomas W. Bryant, B.S., '12, 220 W. Magnolia St. Lawyer.
Paul F. Collins, B.S.A., '17. Growers Supply Co.
Eury Martin Knight, LL.B., '23. Lawyer.
Charles Larson, B.S.E.E., '09. Supt. Light and Water Dept.
Edward Porter McCorkle, LL.B., '24, 219 W. Orange St. Lawyer.
W. H. Mitchell, B.S., '04. Dentist.
J. Hardin Peterson, LL.B., '14. Lawyer.
Hubert C. Petteway, LL.B., '15. Lawyer.
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M. R. Robison, L.I., '06.
Clyde Germany Trammell, LL.B., '15, Box 1055. Lawyer.
Thomas Simmons Trantham, LL.B., '12. Lawyer.
Frank Townsend Wilson, B.S.A., '09, Box 440. Publisher, Fla. Meth. Pub. Co.
Guy H. Wilson, B.S.A., '14, Box 440. Sec. and Asst. Mgr., Fla. Meth. Pub. Co.

LAKE STEARNS

T. U. Jackson, B.S.A., '15. Grove and Townsite Mgr.

LAKE WALES

Carl Peter Heuch, B.S.A., '21. Citrus grower.
Frank Lassiter Holland, B.S.A., '17. Horticulturist.
Frank McCord O'Byrne, M.S., '13. Nurseryman.
Walter Morris Tillman, B.S.A., '22. Nursery Inspector.
Robert Lewell Westmoreland, B.S.A., '20, Box 652. Entomologist (Mt. Lake Corp.)

LAKE WORTH

Allen Tolar Hollinrake, A.B., '23, c/o H. C. Tabor. Publicity work.

LARGO

Charles Ward Johnson, LL.B., '23. Lawyer.
P. R. McMullen, B.S.A., '17. Salesman.
Geo. Carl Roberts, B.S.A.E., '20. Principal Largo Schools.

LARKINS

Aubrey Cartwright Ormsby, B.S.A., '24. Teacher.

LAUREL HILL

George Washington Pryor, B.S.A., '24. Teacher.

LAWTEY

Marcus Frederick Brown, A.B., '15. Farmer.

LEESBURG

Albert Hazen Blanding, '94. Brig. Gen., U. S. A., Retired.
Orville Rhoads Davis, B.S.A., '24. Teaching, Leesburg High School.
Henry Reed Edmunds, B.S.A., '22. Florist.
William Henry Mahoney, B.S.A., '21. Manager of Treasure Island Groves.
Judson Buron Walker, A.B.E., '22. Principal Leesburg High School.

LEMON CITY

James Neville McArthur, B.S.A.E., '22. Teacher,

LIVE OAK

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Porter Lee Peaden, B.A.E., '22. H. S. Principal.
Joshua Marvin Price ,A.B., '00. Physician.

LLOYD

J. R. Miller, L.I., '06, Route 1.

LYNN HAVEN

Howard Sanderson Bailey, LL.B., '20. Lawyer.

McINTOSH

Wm. Evans Christian, B.S., '11. Merchant.
Leon W. Traxler, A.B., '14. Bank Cashier.

MACCLENNY

Walter Alvia Dopson, LL.B., '20. Lawyer.

MADISON

Elmore Dixie Beggs, LL.B., '20. Lawyer.
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Edwin Ellis Macy, A.B., '11. Teacher, Madison Normal School.
Thos. Curry Merchant, '04. Newspaper Owner and Editor.
R. H. Rowe, A.B., '00. Lawyer.

MAITLAND

Sumter Brock Hill, B.S., '82. Fruit grower.

MARIANNA

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MAYO

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MELBOURNE

J. R. Moorehead, B.S.C.E., '21. Engineering.
Franklin Francis Taylor, A.B.E., '24.

MIAKKA

William Jasper Crowley, B.S.A., '24. Raising truck.

MIAMI

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James Ernest Yonge, LL.B., '16, c/o Smith, Robineau & Yonge. Lawyer.

MICANOPY

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MICCOSUKEE

Theodore Turnbull Yarborough, B.S., '15. Farming.

MILLIGAN

J. H. B. Miller, '89.

MILLVILLE

A. H. Miller, '89.

MILTON

William Wesley Clark, '05. Lawyer and farmer.
E. M. Magaha, LL.B., '13. Lawyer.

MONTICELLO

Thomas B. Bird, B.S., '14. Lawyer.
William Jennings Bullock, A.B.E., '23. High School Principal.
J. H. Shuman, Jr., LL.B., '15. Lawyer.

MONTVERDE

Mary Alexander Daiger, A.B.E., '20. Teacher.

MOORE HAVEN

Oscar Samuel Miller, A.B., '12. Lawyer.

MULBERRY

William Earnest Sweat, LL.B., '24. Lawyer.

MUNSON

Emery Sharon Odom, B.S.A.E., '22.

NEW SMYRNA

Robert Lee Goulding, A.B., '14, Supervising Principal Public Schools.
William Watts Gunn, B.S.E.E., '23, Box 762. Engineer.

NICHOLS

Eugene Terry Casler, B.S., '13. Chemist.

OCALA

A. P. Buie, LL.B., '14. Lawyer and funeral director.
Leverett E. Futch, LL.B., '15. County Judge.
William Theodore Gary, A.B., '97. Sec. and Treas. Ocala Telephone Co. Mayor of Ocala.
J. F. Gist, B.S.A., '14. Farmer.
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Sidney Haile, '87. With Ocala Mfg. Co.
Clifford Roswell Hiatt, B.S.A., '23. County Agent.
Robt. Turner Hargrave, B.S.C.E., '20, 609 E. 2nd St. Project Engineer Fla. S. R. D.
F. R. Hocker, LL.B., '13. Lawyer.
Eugene C. Peek, '04. Physician and surgeon.
Chas. Augustus Savage, LL.B., '21. Lawyer.
Leonard Edwin Todd, B.S.E.E., '23. Lumber business.
Leonard Allison Wesson, B.S.C.E., '24. With State Road Dept.

OCILLA

Melvin Meek, '04. Lawyer.

OKEECHOBEE

R. E. Hamrick, LL.B., '16. Lawyer.
Benjamin Lott Jennings, LL.B., '23. Lawyer.
Lester Windsor Jennings, LL.B., '23. Lawyer.

OLD TOWN

McQueen Chaires, '90. Farmer and stock raiser.

ORLANDO

Charles O. Andrews, '01. Circuit Judge.
Clarence Atkinson Boyer, LL.B., '15. Lawyer.
Maurice Frank Bunnell, B.S.C.E., '23, Box 717. Representative of McDonald & Burgman Company.
Archer Eugene Carpenter, A.B., '21, Box 152. Lawyer.
Randolph H. Cobb, LL.B., '17. Lawyer.
Boyd A. Cox, LL.B., '13, c/o Fidelity Title & Loan Co. Attorney-Title Abstractor.
Robert Eugene Duckworth, A.B., '22. Real Estate and Insurance.
C. H. Ferron, M.A., '06. Associate Pastor First Presbyterian Church.
Shelby Gunn Gaskin, LL.B., '24, c/o W. B. Crawford. Lawyer.
Leroy B. Giles, '04. Lawyer.
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Isaac Cheyney Jenkins, M.S., '06. Methodist Minister.
Charles Davidson Kime, B.S., '12, Box 22. County Agent.
Carl Temple Link, B.S.A., '22.
Robert Gaston Little, LL.B., '23. Lawyer.
Raymer Francis Maguire, LL.B., '15. Lawyer. Vice Pres. Alumni Association, 1924-25.
Merton M. Mann, A.B., '01, c/o Trimble & Co. Architect.
Wm. Harold Pomeroy, B.S.A., '24, 32 E. Concord Ave. Citrus grower.
Richard Alan Sias, A.B., '24.
John Rice Springer, B.S.A., '14, Box 553. Entomologist and Plant Pathologist, Plant Board.
Joel Reaves Wells, A.B.Ed., '22. Lawyer.

ORTEGA

Edwin Rufus Leighton, '91. Railway Conductor.
Henry Franklin Lilienthal, LL.B., '24. Lawyer.
Larrell Bettess Pratt, B.S.E.E., '20. Draftsman.

OXFORD

Horace O'Bryant, B.S.E., '22.

PABLO BEACH

N. R. A. Becker, B.S.E.E., '14, P. O. Box 216.

PACE

George Creary Hamilton, A.B.E., '22.

PALATKA

Causey Sijesmund Green, LL.B., '22. Lawyer.
Harry Robert Knight, '00.
Eldridge Franklin McLane, A.B.E., '22. Principal of H.S.
Ford Lewis Prescott, B.S.M.E., '23. With South Southern Utilities Corp.
Henry Clinton Richard, '91. Insurance business.
Harold C. Stansfild, B.S.M.E., '24, c/o Southern Utilities Co. Engineer.
Louis Earle Tenney, B.S.C.E., '14. Hardware business.

PALMETTO

W. T. Harrison, LL.B., '12. Circuit Judge.
Caius A. Rowlett, B.S.C.E., '13. Construction Engineer.

PANAMA CITY

Joshua Mercer Sapp, '03. Lawyer.
Glenn Ballard Simons, A.B.E., '22. H. S. Principal.

PARISH

Charles William Parish, B.S., '04. Postmaster and farmer.

PAXTON

Thomas Otis Mathis, A.B.S.S., '24.

PENSACOLA

John Newton Axelson, B.S.M.E., '20, P. O. Box 3. Barrel and Excelsior Plant.
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F. B. Carter, Jr., LL.B., '15. Lawyer.
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L. J. Reeves, '89. Lawyer.
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W. H. Watson, '96. Lawyer.

PERRY

Charles P. Diamond, LL.B., '13. Lawyer.
G. W. Harmony, A.B., '16. Cashier First National Bank.
T. J. Swanson, A.B., '14. Lawyer.

PIERCE

George Michael Whetstone, B.S.M.E., '05. Supt. of Coronet Phosphate Co.

PLANT CITY

Joseph Gordon Clemons, B.S.A., '20. Farmer.
Claude Lee DeVane, B.S.A., '20. Farmer.
E. C. DeVane, LL.B., '13. Lawyer.
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T. C. Maguire, Jr., B.S., '05. Physician and surgeon.
Frank Garner Merrin, B.S.A., '18. Fertilizer salesman.
Avon Jackson Peacock, B.S., '16, 906 N. Collins St. Smith Hughes Ag. Teacher, Plant City High School.
Jos. Claton Poppell, LL.B., '14. Lawyer.
Wm. T. Whitney, B.S., '05. Chemist.
Alonzo Wilder, LL.B., '14. Lawyer.

POMONA

Wm. Sylvester Middleton, A.B., '24. Citrus grower.

PONCE DE LEON

Randall Hubert Hughes, B.A.E., '22. H. S. Principal.

PUNTA GORDA

Earl Drayton Farr, LL.B., '23. Lawyer.
Adrian Crenshaw Jordan, B.S., '05. Citrus Grower.
P. C. O'Haver, M.A., '13. Teacher.

QUINCY

O. J. Clayton, LL.B., '13. Lawyer.
Elwood Overton Hall, LL.B., '18.
Jonas Henry Harrell, LL.B., '18. Lawyer.
Jay Love Hearin, B.S., '15. Pres. of Hearin Leaf Tobacco Co.
E. H. Jernigan, '99. Furniture dealer.
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ST. AUGUSTINE

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ST. CLOUD

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ST. PETERSBURG

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SAN ANTONIO

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SAN MATEO

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Ralph Crosby, B.S.A., '19. Real Estate.

SANFORD

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Mrs. Katherine Elizabeth McKay, A.B.E., '21. Teacher.
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Benjamin Franklin Whitner, B.S.A., '19. County Agent.
Samuel Aaron Burr Wilkinson, LL.B., '16. Lawyer.

SARASOTA

John Allison Gillis, B.S.E., '20. Teaching.
Homer Howard, B.S.E.. Lumber dealer.
James Velma Keen, LL.B., '22. Lawyer.
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Herman Vanroy Stapleton, A.B., '20, c/o A. B. Skinner. Real estate salesman.
Winder Hillman Surrency, LL.B., '11, c/o Sawyer & Surrency. Lawyer.
Cullen Bryant Wilson, '02. Physician.

SEBRING

Joseph Gordon Smith, B.S.A., '23. Teacher.
James Clagett Taylor, A.B., '23. Graduate Student at Emory Univ.
DeWitt Everett Williams, B.S.E., '22. H. S. Principal.

SEFFNER

Fred Potter Abbott, B.S.A., '24. Development Agent for S. A. L. Ry.
B. K. Pancoast, B.S.A., '17. Dairyman.

SEVILLE

William Harry McBride, B.S.A., '22. Farmer.

STARKE

Aaron Smith Crews, LL.B., '11. Lawyer.

F. Green, LL.B., '11.
Robert Alexis Green, B.S.E., '16. County Judge-Congressman.
Everett M. Johns, LL.B., '15. Lawyer.
Emmett Key Perryman, LL.B., '20. Lawyer.

STUART

Thompson Hart Getzen, LL.B., '20. Lawyer.
Jackson Henson McDonald, B.S.A.E., '24. Teacher.

SULPHUR SPRINGS

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SUMMERFIELD

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SWITZERLAND

Marcus Lipscomb Moreman, B.S., '07. Orange grower.

TALLAHASSEE

Benjamin H. Bridges, B.S., '05. Clerk, Board of Public Works.
William Haywood Cates, B.S., '21. Furniture business.
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M. C. McNeill, B.S.C.E., '14.
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W. Blount Meyers, LL.B., '16. Lawyer.
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Bertel Nelson Raa, A.B., '22.
Amzi Leech Rider, B.A.E., '19. Teacher.
R. M. Sealey, A.B.E.
Ford Leslie Thompson, B.S.A., '17. Sanitary Officer.
L. T. Whitfield, A.B., '97, c/o G. T. Whitfield.
Francis B. Winthrop, A.B., '03. Lawyer.
Arthur Lee Work, B.S.E., '22. Supt. of City Schools.

TAMPA

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A. C. Brooks, LL.B., '13. Lawyer.
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John Eugene Gaskill, 1 yr. Ag. '22.
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Charles William Henderson, A.B., '13.
W. B. Henderson, A.B., '17, 7th Ave., Tampa Heights. Salesman.
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J. A. Herring, '01. Appraiser of Customs.
Roy Belknap Hoskins, A.B., '23, 1102 Horatio St. Traffic Asst., Ocean Transportation.
Walter Burns Jernigan, '01, c/o U. S. Customs, P. O. Box 403. U. S. Customs Officer.
Solomon Maas, '01, Box 318. Merchant.
George Robertson McKean, A.B., '96, 305 Citrus Exchange Bldg. Florida Investments. Pres. Alumni Association, 1924-1925.
Ralph Angelo Marsicano, LL.B., '23, 733 Henderson Ave. Lawyer.
Alfonso Ferraro Massaro, B.S., '20.
Oscar Harris Norton, LL.B., '21, 316 Curry Bldg. Lawyer.
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C. M. Phipps, LL.B., '13, P. O. Box 824. Lawyer.
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Thomas Mitchell Schackleford, A.B., '05, 302 Citizens Bank Bldg. Lawyer.
A. G. Shaw, B.S.A.
Reeve Lee Sensabaugh, B.S.A., '20, c/o Y. M. C. A. Chemist.
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Samuel Stein, A.B., '18, 1619 7th Ave. Furniture business.
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Ralph Steutamire, B.S.A., '19, care Fla. Grower. Agricultural Editor, Florida Grower.
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William Earl Thompson, LL.B., '22, 912 Citizens Bank Bldg. Lawyer.
Horace Lamar Tolbert, A.B.E., '22, c/o Hillsboro High School. Teacher, Hillsboro High.
William Lorenzo Tooke, B.S., '23, Exchange National Bank.
T. J. Twomey, '88, 603 South Boulevard. Merchant.
Frederick Renfroe Weedon, B.S., '21, 213 7th Ave. Chemist.
Charles C. Whitaker, '86, 242 Hyde Park Ave. Lawyer.
Aleck White, B.S.A., '23, c/o Gulf Fertilizer Co. Collector, Gulf Fertilizer Co.
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Abraham Maurice Wolfson, B.S., '20.
P. W. Wood, A.B., '16, 304 E. Park Ave. Stock Salesman.
Wm. Zewadski, Jr., '05, Bruen-Webb Bldg. Lawyer.

TARPON SPRINGS

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Laudious Lawrence Thompson, B.S.A.E., '23. Teacher.

TAVARES

Charles Edwin Duncan, LL.B., '23. Lawyer.
Walter Downing Etheridge, LL.B., '23. Lawyer.
Walker M. Kennedy, LL.B., '13. Lawyer.
Leo Hughes Wilson, B.S.A., '20. County Agent Lake Co.

TERRA CEIA

Donald Hubbard, B.S., '23.
McCoy Hubbard, B.S.E.E., '21. Engineer, Southern Utilities.

TITUSVILLE

Lenord Rupert Paxton, '01. County Surveyor.
Robert Cochran Trimble, Jr., B.S.C.E., '24, c/o H.B. Smith. Civil Engineer.

TRENTON

Clifton Worth Long, B.S.A., '17. Principal of School.

TRILBY

George Leslie Howard, B.S., '11. Railway Mail Clerk.

VERNON

Obie L. Crocker, LL.B., '11. County Judge.

VERO

George A. Helseth, B.S.A., '17. Supt. Indian River Fertilizer Co.
Raynold Henry Juve, G.F., '22, Route 1, Box 24. Fruit grower.

WABASSO

Daniel Ley Leisher, B.S.C.E., '22. Engineer.

WAUCHULA

I. P. Barlow, LL.B., '16. Lawyer.
Sam W. McInnis, A.B.Ed., '23. H. S. Principal.

WEBSTER

James Culbreath Getzen, B.S., '89. Farmer.

WEST PALM BEACH

Robert Arthur Carlton, '23. Development Agent for S. A. L. Ry.
Sidney Johnson Catts, Jr., LL.B., '22. Lawyer.
C. E. Chillingworth, LL.B., '17. Judge of Circuit Court.
Elza Ballard Donnell, LL.B., '12. Lawyer.
John William Dyer, B.S.A., '22. Salesman, Palm Beach Paper Co.
John Barke Earman, B.S., '08. Dentist.

Robert Lee Earnest, Jr., J.D., '24, c/o Winters and Foshette. Lawyer.
Geo. Floyd Ferris, B.S.C.E., '24, c/o Carr & McFadden.
Isaac I. Himes, A.B., '16. Public Accountant.
Leeson Arthur Hogarth, B.S.E.E., '22, Drawer T. Asst. Sec. and Treas., Palm Beach Guaranty Co.
Roger Kenneth Lewis, LL.B., '24, 105 N. Sapodilla St. Lawyer.
Alf. R. Nielson, A.B., '07. Farm Supt.
Rob Roy Rhudy, LL.B., '23. Lawyer.
Loren Dale Simon, LL.B., '23, Box P. Lawyer.
Earnest Mason Schabinger, B.S.A., '23, Box 204. Landscape gardener.
Joseph Senter White, LL.B., '23. Lawyer.

WHITE SPRINGS

Paul Douglas Camp, B.S.A., '19. Lumber dealer.
Daniel Newman Cone, A.B., '96. Physician.
T. E. McCall, B.A., Teacher.

WILLISTON

C. C. Epperson, LL.B., '11. Lawyer.
B. G. Langston, LL.B., '13. Lawyer and teacher.
M. E. Mixon, '82.
J. A. Mixson, A.B., '17. Capt. U. S. Marines.

WINDSOR

George Alton Byles, '92. Farmer and merchant.

WINTER HAVEN

W. K. Coleman, '98. Grocer.
William Paul Hayman, B.S.A., '18. Dist. Mgr. Chase & Co.
Ian Hart McKillop, LL.B., '22, P. O. Box 25. Lawyer.
Don Register, '02. Lawyer.
William Henry Schulz, Jr., B.S.A., '14. Florist.

WINTER PARK

Shafter Woodford Cason, B.S.E., '21. Principal of Schools.

YOUNGSTOWN

Bascom Vernando Mathis, LL.B., '13. Lawyer.

ZEPHYRHILLS

Finis Plank, '97, Route 1. Farmer.

ALABAMA

BIRMINGHAM

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DOTHAN

C. S. Mountein, '99.
Hugh G. Smith, '98. Insurance and real estate.

ELBA

J. M. Garrett, '89.

ENSLEY

Jesse Carlisle Nixson, M.A., '17.

FLORALA

W. L. Gordon, '90, R. F. D. Star Route. Farmer.

FLORENCE

Frank Marion Keller, B.S.C.E., '23, Wilson Dam. Junior Engineer

MOBILE

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SEALE

H. A. Ferrell, LL.B., '12. Lawyer.

TROY

John W. Bowers, '92. Banker and mercantile business.
Rufus L. King, B.S.A., '11. County Agent, Pike County.

TUSCALOOSA

H. L. Butler, B.S., '98, University of Ala. Commandant R. O. T. C., Univ. of Ala.

ARIZONA

GADSDEN

David S. Butler, B.S., '98. Cashier Gadsden State Bank.

CALIFORNIA

LELAND STANFORD

Earle Sevier Barney, M.A.E., '20.

LINDSEY

Arthur Chas. Mason, M.S., '15. Entomologist, U. S. D. A.

LONG BEACH

Edward Patrick Watson, '02. Ship building.

LOS ANGELES

Roy Ludford Driggers, B.S.A.E., '21.
Roy Elmer Huffman, '91, 410 American Bank Bldg. U. S. Timber and LandInspector.
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RIVERSIDE

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Fred F. Halma, B.S., '15. Research Associate in Plant Physiology.

SAN DIEGO

Walter Edwin Bunker, B.S., '04. Construction Engineer.

SAN FRANCISCO

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Yick Kuen Wong, B.S.A., '16, 735 Clay St. Life Ins. Agent.

SUNNYVALE

J. K. Johnson, B.S., '94. Lieut. Col. U. S. A.

COLORADO

DELTA

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CONNECTICUT

HARTFORD

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NEW HAVEN

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WASHINGTON, D. C.

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John David Gable, '02, St. Elizabeth Hospital. Asst. Physician, St. Elizabeth Hospital
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William L. Hill, LL. B., '14, 337 Senate Office Bldg. Sec'y to Sen. Duncan U. Fletcher
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GEORGIA

ALBANY

Guy Louis Winthrop, A.B., '03. Civil Engineer.

AMERICUS

H. H. Fain, '20.

ATLANTA

Richard Rumel Bradley, '05, 100 N. Pryor St. Sec. and Treas. Atlanta Photo Supply Co.
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EXPERIMENT

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DECATUR

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FT. BENNING

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MACON

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Malcolm H. Ayer, B.S., '93. Lawyer.

QUITMAN

David Franklin McDowell, A.B., '24.
W. S. Rogers, A.B., '95. Special Asst. U. S. Attorney, East District.

SAVANNAH

B. L. Cawthon, '95. U. S. Sugar Inspector.
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ASSUMPTION

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HAZARD

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Lee Hampton Ball, A.B., '22.

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BEULAH

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LAUREL

Thos. C. Thompson, A.B., '00. Physician.

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COLUMBIA

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ST. REGIS FALLS

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ASHEVILLE

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STEUBENVILLE

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TALENT

F. C. Reimer, M.S., '05, Southern Oregon Branch Expt. Station. Supt. Expt. Station.

PENNSYLVANIA

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EAST PITTSBURGH

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Earl Edward Peeples, B.S.E.E., '24, Westinghouse Elec. & Mfg. Co., c/o Educational Dept. Graduate student with Westinghouse.

NEW CASTLE

Paul Jones Sweeney, B.S.Ed., '22.

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SOUTH CAROLINA

ANDERSON

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BOWLING GREEN

Arthur Ernest Spencer, '99. Presbyterian Minister.

CLEMSON COLLEGE

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GREENVILLE

William Priestly Conyers, '89, Box 94. Lawyer and real estate.

LAURENS

Otis Pascal Huff, M.S., '17. Lawyer.

PAMPLICO

Burnette Hatcher Waugh, A.B., '01. Baptist Minister.

SPARTANBURG

Joseph Maxwell McArthur, '94, Hewitt Co. Campaign Director for Hewitt Co.

TENNESSEE

CHATTANOOGA

Curtis Carlisle Coxe, A.B., '21. Teacher.
Paul E. Weimer, B.S.A., '17.

COPPERHILL

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NASHVILLE

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M. R. Hinson, A.B.E., '24, Peabody College. Student.

TEXAS

BEAUMONT

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COMMERCE

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KELLY FIELD

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SAN ANTONIO

Ernest Alexander Boynton, '94. Oil Producer.

WACO

Stuart Mackintosh, B.S.M.E., 13.

VIRGINIA

CHARLOTTESVILLE

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FARMVILLE

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FRANKLIN

J. J. Finley, '98. Camp Mfg. Co..

RADCLIFFE

Clyde Thomson Davies, A.B., '24. Teaching.

RICHMOND

John Alexander Coleman, B.S., '20. Memorial Hospital.

WASHINGTON

GRANDVIEW

John H. Bridges, B.S., '02. Fruit grower.

WEST VIRGINIA

MORGANTOWN

Arthur R. Whitner, '99, c/o West Virginia Univ. Captain of Infantry, U .S. Army.

ARGENTINE REPUBLIC

BUENOS AIRES

John L. Denton, '89, Calle Caseros No. 691.

BRAZIL

RIO DE JANEIRO

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SAO PAULO

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Deoclecio de Oliveria Pinto, B.S.Eng., '19, S. Carlos.

CANAL ZONE

CAROZAL

Louis Jeter Tatom, B.S.E.E., '21. 2nd Lieut. U. S. Army.

CHINA

CANTON

Tse Lauphit, B.S.A., '19.

HONAN

Chin Wu Wang, B.S.E., '19.

KASHING

Clyde Rastor Douglass, A.B., '13. Missionary.

TUNGHAI YUNNAN

Ssui Sheng Hua, M.A., '22. Teaching Pol. Science and Econ. in Tungloo Univ., Yunnan, China.

CUBA

HAVANA

Romeo De Souza Carvalho, B.S.A., '20.
Morris Heller, B.S.M.E., '19, San Rafael 242. Asst. Purchasing Agent, General Sugar Co.

FRANCE

PARIS

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HAWAII

EWA

J. B. Steffee, B.S., '10.

HONOLULU

Len Bo Tan, B.S.A., '21. Ambassador to Hawaii from China.
J. M. Young, B.S., '98. Prof. of Elec. Engineering, Univ. of Hawaii.

SCHOFIELD BARRACKS

Ralph Leslie Joyner, B.S.E.E., '15, 8th Field Artillery. Captain, Field Artillery.

HONDURAS

TELA

George William Hartman, B.S.C.E., '21, Engineering Dept., Tela R. R. Co. Engineer.

MEXICO

TLAHUALILO, DGO

Ulphian Carr Loftin, M.S., '13. Farm Manager.

PHILIPPINE ISLANDS

MANILA

Daniel Edwin Cappleman, A.B., '10, Standard Oil Co. of N. Y.

CEBU

Juan A. Veloso, LL.B., '19, Carcar. Publisher and Editor of "The Advertiser."

SANTO DOMINGO

George DuRell Hamilton, B.S.C.E., '16, Marine Corps. 1st Lieut., U. S. Marine Corps.

LOST ALUMNI

Correct addresses of the following Alumni are lacking. Information regarding them will be gratefuly received.

A. J. Angle, '02.
Harold F. Bache, A.B., '20.
A. A. Baker, B.S.A., '12.
Henry Taylor Barker, '92.
H. M. Bates, '97.
Elihu Kelpatrick Branch, '91.
Paul Brown, '99.
Wm. M. Brown, '88.
James Joseph Caruso, LL.B., '20.
Harry Gilmore Clifton, '90.
G. W. Coltrine, '91.
J. P. Davies, B.S., '95.
John L. Godwin, LL.B., '13.
Everett Fillmore Gunn, B.S.C.E., '23.
A. Potts Harrison, A.B., '99.
I. M. Hyde, '03.
A. D. Jones, '87.
A. W. Lohman, '98.
R. C. Mobley, '02.
Marvin L. Neal, M.A., '13.
E. E. Rich, B.S.A., '16.
John Whittier Royer, B.S.A., '23.
W. E. Sawyer, M.A., '16.
M. M. Scarborough, '96.
Robert Center Shuford, '98.
William Vereen Smithwick, J.D., '24.
Frank W. Stone, '87.
Alfred Wilson Tait, '94.
Robert Henry Terry, B.A.E., '16.
Howard A. Thalimer, B.S.C.E., '14.
Bruce M. Wade, '90.
Charles R. Walker, '88.
Hurd Walker, '97.
Henry Clay Warner, B.S.M.E., '20.
Ernest T. Wingate, '93.
Cyremus C. Wright, '89.

SUPPLEMENT

The Alumni Catalog was turned over to the printers May 8, 1925. We hoped that it would be ready for distribution by June 8, 1925. This delay of the printers has enabled us to include the officers and the Alumni Executive Council for the year 1925-26, and to also give the graduates for 1925.

Officers for 1925-26

President—RAYMER F. MAGUIRE ('15), State Bank Bldg., Orlando, Fla.
Vice-President—PHILIP S. MAY ('11), 4014 St. Johns Ave., Jacksonville, Fla.
Secretary—ARCHER E. CARPENTER ('21), Box 152, Orlando, Fla.
Cor. Sect'y and Treas.—HENRY G. HAMILTON ('21), College of Agriculture, Gainesville, Fla.

Alumni Executive Council

JOHN B. SUTTON, Tribune Bldg., Tampa, Fla.
GEO. R. MCKEAN, Citrus Exchange Bldg., Tampa, Fla.
G. P. GARRETT, Kissimmee, Fla.
DR. T. Z. CASON, Jacksonville, Fla.
JUDGE C. E. CHILLIGSWORTH, West Palm Beach, Fla.
R. M. SEALEY, Tallahassee, Fla.
F. M. O'BYRNE, Lake Wales, Fla.
R. F. MAGUIRE, State Bank Bldg., Orlando, Fla.
PHILIP S. MAY, 4014 St. Johns Ave., Jacksonville, Fla.

CLASS OF 1925

(Since the members of the Class of 1925 had not had time to locate in their various vocations we are giving only the alphabetical list.)

Jake S. Alexander, B.S.A., Gainesville, Fla.
Ewing Anderson, A.B., Gainesville, Fla.
J. N. Anderson, Jr., A.B., Gainesville, Fla.
Milam Ross Anderson, Ph.G., Lake Wales, Fla.
W. B. Anderson, Jr., Ph.G., Dunellon Fla.
John V. Atanasoff, B.S.E.E., Bradley Junction, Fla.
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Edward Paul Beatty, LL.B., Jennings, Fla.
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Wm. Beverley, B.S.E., Big Stone Gap, Va.
Max R. Bien, LL.B., Tallahassee, Fla.
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Cecil DeWitt Boney, B.S.E., Wauchula, Fla.
Reeves Bowen, A.B., J.D., Chipley, Fla.
Eldon LeRoy Boyce, LL.B., Lake Worth, Fla.
Howard Milton Bracken, B.S.A., Deerfield, Fla.
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Jno. E. Hunsaker, B.S.A., Little River, Fla.
Archibald Egbert Janes, B.S., Wauchula, Fla.
Alex R. Johnson, B.S.A., Lutz, Fla.
Victor Floyd Johnson, B.S.C.E., Key West, Fla.
Robt. H. Johnston, B.S., Enid, Mississippi.
William Ervin Jordan, B.S.A., St. Matthews, S.C.
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Hugh Edwards Knight, B.S.E., Mt. Dora, Fla.
Walter Eugene Knight, B.S.C.E., Bunnell, Fla.
J. K. Langford, B.S.C.E., Lake Butler, Fla.
M. G. Langford, A.B.E., Alachua, Fla.
Fred H. Langworthy, A.B., Box 116, Daytona Beach, Fla.
Herbert A. Lee, B.S.C.E., P. O. Box 449, Gainesville, Fla.
James McWilliams Lemon, B.S., 634 E. Church St., Gainesville, Fla.
S. W. Leonard, A.B.E., Blountstown, Fla.
Glenn A. Little, B.S.Ch.E., 1460 N. Grove St., Gainesville, Fla.
John Henry Logan, B.S.A., Sneads, Fla.
Raymond Roosevelt Lord, LL.B., 1010 Varela St., Key West, Fla.
Coey Malphurs, B.S.C.E., Istachatta, Fla.
Robert Henry Mann, B.S.A., Deceased.
Ernest E. Mason, A.B., Century, Fla.
M. Mickler, B.S.C.E., Ponce de Leon, Fla.
D. R. Moore, B.S.Phar., Darlington, Fla.
John A. H. Murphree, A.B., Gainesville, Fla.
Wm. Musselwhite, B.S.A., Homestead, Fla.
Chas. M. McAuley, B.S., New Smyrna, Fla.
Harrison Hodges McDonald, LL.B., Box 204, Gainesville, Fla.
Robert Emmett Nolen, M.S.A., Fellsmere, Fla.
Clyde H. Norton, B.S.A., Winter Haven, Fla.
Elmer Maurice Norton, LL.B., Tampa, Fla.
Hugh O'Neil, B.S., St. Leo, Fla.
Orion Creet Parker, Jr., LL.B., 45 College Ave., Tallahassee, Fla.
William George Parmenter, B.S.E.E., Orange Park, Fla.
Henry Perry, Jr., B.S.E.E., Dekle Candy Co., Lakeland, Fla.
Chas. W. Persons, A.B.E., Gainesville, Fla.
E. F. Pomeroy, Jr., LL.B., 1852 Laura St., Jacksonville, Fla.
Ford Lewis Prescott, M.E., c/o Southern Utilities Co., Palatka, Fla.
E. E. Raasch, B.S., Leesburg, Fla.
S. N. Reeves, A.B.E., Route 3, Bowling Green, Ky.
Chas. J. Regero, B.S., c/o Dr. Farr, Gainesville, Fla.
C. H. Register, B.S.C.E., Lake Butler, Fla.
J. Vernie Revels, A.B.E., Florahome, Fla.
B. F. Roche, B.S.E., Vernon, Fl a.
Henry McKie Salley, B.S.C.E., Salley, S. C.
E. W. Scarborough, B.S.A., Chattahoochee, Fla.
John E. Schabinger, B.S.A., Delray, Fla.
R. H. Schild, B.S.E., Gruetti, Tenn.
Francis W. Shockley, A.B., Avon Park, Fla .
Oscar Brownlee Simmons, Jr., J.D., Laurens, S. C.
Geo. G. Sixma, B.S.A., Box 43, Lake Helen, Fla.
B. O. Smith, B.S.E., Wewahitchka, Fla.
Foster Shi Smith, A.B.S.S., Hawthorne, Fla.
Harry M. Smith, B.S.A., Winter Garden, Fla.
Wm. Robert Smith, LL.B., c/o The Maxine, Ocala, Fla.
Herbert Lawson Speer, B.S.A., Gainesville, Fla.

Lowell O. Stephens, A.B., Stewardson, Ill.
Albert J. Strong, B.S.M.E., Gainesville, Fla.
C. H. Summers, B.S.E.E., West Palm Beach, Fla.
Chas. Swope, B.S.Ch.E., New Smyrna, Fla.
Clement Lee Theed, LL.B., Route A, Miami, Fla.
Anthony L. Timpas, B.S.E.E., 46 Spruce St., Manchester, N. H.
Alton M. Towles, B.S.E., Crawfordville, Fla.
J. A. Vaughan, A.B.S.S., DeFuniak Springs, Fla.
R. F. Vaughan, A.B., Box 266, Haines City, Fla.
Robert James Vaughan, B.S., High Springs, Fla.
George Norton Wakefield, B.S.A., Apalachicola, Fla.
Shade W. Walker, Jr., A.B.S.S., St. Petersburg, Fla.
C. Washburn, Jr., B.S.E.E., 417 Liberty St., Jacksonville, Fla.
Olin E. Watts, Jr., A.B., University Station, Gainesville, Fla.
O. K. Weatherwax, B.S.E.E., 111 N. Edison Ave., Tampa, Fla.
Herbert Weeks, A.B., 2305 Nebraska Ave., Tampa, Fla.
W. J. Wells, Jr., A.B.E., Cocoa, Fla.
Frank Harold Williamson, LL.B., 824 Collins Ave., Miami Beach, Fla.
Jacob Hooper Wise, M.A.E., 312 N. Roper Ave., Gainesville, Fla.
Frank H. Witter, B.S.A., 201 N. Roper Ave., Gainesville, Fla.
Robert Wray, M.S.A., 719 Winona St., Ocala, Fla.
Milton H. Wyatt, A.B., 307 Prospect Ave., Bradentown, Fla.
Milton Leonidas Yeats, J.D., 918 St. Clair Ave., Tampa, Fla.
Robert Conger Young, A.B.S.S., Ozona, Fla.

The School of Business Administration and Journalism

University of Florida

Gainesville, Florida

Catalog and Announcements

1925-26

UNIVERSITY CALENDAR

1925-1926

1925—September 14, *Monday*	Summer Recess ends. Examination for Admission. Registration of Students. First Semester begins.
September 21, *Monday*	School for Demonstration and County Agents begins.
October 3, *Saturday, 2:00 p. m.*	Re-examinations.
2:00 p. m.	Meeting of General Faculty.
November 11, *Wednesday*	Armistice Day.
November 26, *Thursday*	Thanksgiving Day.
December 18, *Friday, 12:00 noon*	Christmas Recess begins.
1926—January 4, *Monday*	Christmas Recess ends.
January 5, *Tuesday, 8:00 a. m.*	Resumption of Classes.
January 30, *Saturday*	First Semester ends.
February 1, *Monday, 8:00 a. m.*	Second Semester begins.
February 13, *Saturday, 2:00 p. m.*	Meeting of General Faculty.
March 6, *Saturday, 2:00 p. m.*	Re-examinations.
June 5, *Saturday, 2:00 p. m.*	Meeting of General Faculty.
June 6 to 8	Commencement exercises.
June 6, *Sunday, 11:00 a. m.*	Baccalaureate Sermon.
June 7, *Monday*	Annual Alumni Meeting. Class-Day Exercises. Oratorical Contests.
June 8, *Tuesday, 10:00 a. m.*	Graduating Day. Summer Recess begins. Boys' Club Week begins.
June 15, *Tuesday*	Summer School begins.
September 13, *Monday*	Summer Recess ends.

THE SCHOOL OF BUSINESS ADMINISTRATION AND JOURNALISM

FACULTY

ALBERT ALEXANDER MURPHREE, A.M., LL.D.,
President

JAMES NESBITT ANDERSON, M.A., PH.D. (Johns Hopkins),
Dean, College of Arts and Sciences
Professor of Ancient Languages

ECONOMICS

LUCIUS MOODY BRISTOL, M.A., PH.D. (Harvard),
Professor of Economics and Sociology

JOHN GRADY ELDRIDGE, M.A. (Univ. of N. C.),
Instructor in Economics

BUSINESS ADMINISTRATION

ORTON WELLS BOYD, M.A.* (Ohio State Univ.),
Professor of Business Administration

EARLE SHARPE, M.A. (New York Univ.),
Assistant Professor of Marketing and Salesmanship

JAMES W. DAY, B.S.A., B.S. Ed., M.A. (Univ. of Missouri),
Instructor in Business Law

RAYMOND CRADIT, A.B.,
Instructor in Secretarial Science

JOURNALISM

O. K. ARMSTRONG, A.M., (Univ. of Missouri),

CHEMISTRY

TOWNES RANDOLPH LEIGH, A.M., PH.D. (Chicago),

and other Instructors in the Department

ENGLISH LANGUAGE AND LITERATURE

JAMES MARION FARR, A.M., PH.D. (Johns Hopkins),
Professor of English Language and Literature

and other Instructors in the Department

*On leave of absence 1925-26.

MODERN LANGUAGES

CHARLES LANGLEY CROW, M.A., PH.D. (Göttingen),
Professor of Modern Languages

and other Instructors in the Department

HISTORY AND POLITICAL SCIENCE

JAMES MILLER LEAKE, A.B., PH.D. (Johns Hopkins),
Professor of History and Political Science

and other Instructors in the Department

MATHEMATICS

THOMAS MARSHALL SIMPSON, M.A., PH.D. (Wisconsin),
Professor of Mathematics

and other Instructors in the Department

PHYSICS

JOHN ROBERT BENTON, B.A., PH.D. (Göttingen),
Professor of Physics

and other Instructors in the Department

PSYCHOLOGY

HASSE OCTAVIUS ENWALL, PH.D. (Boston),
Professor of Philosophy and Psychology

and other Instructors in the Department

PHYSICAL EDUCATION

JAMES L. WHITE, JR., B.S.
Director of Physical Education and Athletics

and other Instructors in the Department

MILITARY SCIENCE

MAJOR ARTHUR C. TIPTON, Infantry, United States Army,
Commandant of Cadets, and Professor of Military Science and Tactics

and other Instructors in the Department

GENERAL STATEMENT

The purpose of the School will be, first to lay a broad foundation for successful endeavor in the great and growing field of business with special reference to conditions and needs in Florida; second, to train men to be of immediate value to their employers upon graduation thru the elements of specialized training in Accounting, Salesmanship, Advertising, Business Correspondence, Office Practice, Banking Methods, Marketing, etc.; third, to help men to see business not merely as a source of personal gain but as a means of public service.

All freshmen in the School of Business Administration will be required to pay $5 to cover laboratory fees for the year for all courses. This includes mimeographed material, and use of typewriters and other equipment. Others taking courses in the School will pay the fees stated in the description of the courses.

ADMINISTRATION

For description of the University, Regulations, Equipment, Fellowships, Scholarships, Loan Funds, etc., see General Catalog, pp. 18-45.

CLASSROOMS AND OFFICES

The Office of the Dean of the College of Arts and Sciences is on the first floor of Language Hall. Most of the classes in Economics and Sociology will be held in Rooms 12a and 25, Peabody Hall. Most of the classes in Business Administration will be held in Rooms 32, 34, 35, Language Hall (Basement).

EXPENSES

UNIVERSITY CHARGES.—*Tuition.*—A student whose legal residence is in Florida* is subject to no charge for tuition; a student who is not a legal resident of the State is required to pay a tuition fee of one hundred dollars ($100.00) per year.

Registration and Contingent Fee.—This fee of seven and one-half dollars ($7.50) per year is charged all students, ex-

**A legal resident is one whose parent or guardian is a registered qualified voter in the State of Florida. A student over 21 years of age becomes a legal resident when he is a qualified, registered voter in this state.*

cept graduate students, whose courses have been approved by the Committee on Graduate Work. Such graduate students pay an annual fee of $2.50.

In no case do these fees include laboratory fees.

An additional fee of two dollars ($2.00) is required of students who enter after the day scheduled for registration.

Registration is not complete until all University bills are paid. Those who fail to meet this obligation are not regarded as members of the University. Fees must be paid within five days after entrance to classes; otherwise an additional fee of $2.00 will be required.

Each student should file his registration card with the Registrar not later than two weeks after the date of his enrollment. Failure to do this will cause his name to be dropped from the student roll.

Students who are assigned to student service will be required to pay their fees at the beginning of the semester in cash; and at the end of the semester, or at such time as the service to which they are assigned is completed, the University will pay them in cash for the work done. The Auditor is not permitted to extend credit on fees. No exception will be made to this rule of the Board of Control.

No refund of any fees will be made after ten days from date of registration. Positively no exception to this rule will be permitted.

Student Activity Fee.—This fee of twenty- two dollars and seventy-five cents ($22.75), payable on entrance, was voted by the students and approved by the Board of Control. The moneys so derived are used to foster and maintain athletic sports, student publications, literary and debating societies, and other student activities. All students are required to pay this fee, except those registered as graduate students with the Committee on Graduate Work.*

Laboratory Fees.—A small fee is required for each course that includes laboratory work, to cover cost of consumable materials, wear and tear of apparatus, and similar items. The amount of the fee varies with the different courses, in no case exceeding $6.00 per semester for any one course. In every case payment in advance is required.

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*Such graduate students not paying this fee are not permitted to participate in the privileges and benefits of student activities.

Infirmary Fee.—All students are charged an infirmary fee of five dollars ($5.00). This secures for the student, in case of illness, the privilege of a bed in the infirmary and the services of a professional nurse and of the resident physician, except in cases involving major operations. All students will be given a careful physical examination at the beginning of the session. Board is charged at the rate of one dollar a day. A refund of seventy-five cents a day is allowed if a student is boarding at the Commons.

Diploma Fee.—A diploma fee of five dollars ($5.00), payable on or before April 1st of the year of graduation, is charged all candidates for degrees.

Board and Lodging.—Board, lodging, and janitor service will be furnished by the University at a cost of eighty-seven dollars and fifty cents ($87.50) per semester (not including the Christmas vacation). To get advantage of this rate, payment must be made at the beginning of each semester. No refund will be made for less than a month's absence. When not engaged by the semester, board and lodging will be furnished at twenty-two dollars and fifty cents ($22.50) per month.

Under *Board and Lodging* are included meals in the commons and room (with heat, light, janitor service, and access to a bathroom), furnished as stated below. The doors of the rooms are provided with Yale locks. A deposit of 50 cents is required for each key, which will be returned when the key is surrendered. *Janitor service* includes the care of rooms by maids, under the supervision of a competent housekeeper.

Board and lodging in private homes may be secured at the rate of thiry-five to forty dollars ($35.-$40.00) per month.

Board without Lodging.—Board without lodging will be furnished at the rate of $20.00 per calendar month, payable in advance. No part of this sum will be refunded.

Lodging without Board.—Lodging without board is not furnished.*

Furniture.—All rooms are partly furnished and adjoin bathrooms equipt with marble basin and shower with both hot and cold water. The furniture consists of two iron bed-

*Attention is called here, however, to the large number of rooming-houses near the campus that have recently been built.

steads and mattresses, chiffonier or bureau, table, washstand, and chairs. The students are required to provide pillows, bedding, towels and toilet articles for their own use.

Books.—The cost of books depends largely upon the course taken, but is, in no case, a large item of expense, tho in the higher classes the student is encouraged to acquire a few works of permanent value. The average cost of books to business students is between $15.00 and $30.00 per annum.

Summary.—The following table summarizes the minimum expenses of a Florida student registered in any college save in that of Law:

Tuition	$000.00
Registration and Contingent Fee	7.50
Student Activity Fee	22.75
Infirmary Fee	5.00
Board and Lodging (if paid by the semester in advance)	175.00**
Books (about)	25.00
Laundry (about)	18.00
	$253.25

Students other than legal residents will add a tuition fee of $100.00; those enrolled in the R. O. T. C. will pay an additional fee of $1.00. Candidates for degrees will add a diploma fee of $5.00.

REMITTANCES.—*All remittances should be made to the Auditor, University of Florida, Gainesville, Florida.*

OPPORTUNITIES FOR EARNING EXPENSES.—It is often possible for a student to earn a part of his expenses by working during hours not required for his University duties.

A few students are employed as waiters, as janitors, and in other capacities. Such employment is not, as a rule, given to a student otherwise financially able to attend the University, nor is it given to one who fails in any study. Application for employment should be made to Dr. J. E. Turlington, Chairman of the Self-Help Committee.

Altho the employment of students is designed to assist those in need of funds, the payment for their services is in

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**Board and Lodging, if paid monthly in advance, as follows:

First Semester		Second Semester	
Sept. 14 to Oct. 13	$22.50	Feb. 1 to Feb. 28	$22.50
Oct. 14 to Nov. 13	22.50	Mar. 1 to Mar. 31	22.50
Nov. 14 to Dec. 20	26.50	Apr. 1 to Apr. 30	22.50
Jan. 4 to Jan. 31	21.00	May 1 to June 8	27.50

no sense a charity. The rate of remuneration is no higher and the standard of service demanded is no lower than would be the case if the work were done by others than students. If a student employee fails to give satisfaction, he is discharged. Otherwise, provided it is not found to interfere with reasonable success in his studies and provided he does not commit any breach of good conduct, he is continued in his position as long as he cares to hold it.

Great credit is due those willing to make the necessary sacrifices, nevertheless students are advised not to undertake to earn money while pursuing their studies, unless such action is unavoidable. Proper attention to studies makes sufficient demand upon the time and energy of a student, without the burden of outside duties; such time as the studies leave free can be spent more profitably in recreation.

ADMISSION

TERMS.—A candidate for admission must present, along with his scholastic record, a certificate of good moral character. If he be from another college or university, this certificate must show that he was honorably discharged.

No candidate of less than 16 (18 in the College of Law) years of age will be admitted.

METHODS.—There are two methods of gaining admission:

(1) *By Certificate.*—The University will accept certificates only from standard Florida high schools, grouped by the State Department of Public Instruction under Classes A and B. Certificates will also be accepted from Florida high schools that are members of the Southern Association of Secondary Schools, and from any secondary school elsewhere which is accredited by its State university.

The certificate must be officially signed by the principal of the school attended, and *must be presented to the Committee on Admission on or before the date on which the candidate wishes to be matriculated.* It must state in detail the work of preparation and, in the case of Florida high schools, that the course *thru the twelfth grade* has been satisfactorily completed.

Blank certificates, conveniently arranged for the desired data, will be sent to all high-school principals and, upon application, to prospective students.

(2) *By Examination.*—Candidates not admitted by certificate will be required to stand written examinations upon the entrance subjects. For dates of these examinations, see University Calendar, page 4.

REQUIREMENTS.—*"Entrance Units".*—The requirements for admission are measured in "Entrance Units," based upon the curriculum of the high schools of Florida. A unit represents a course of study pursued thruout the school year with five recitation periods (two laboratory periods being counted as one recitation period) of at least forty-five minutes each per week, four courses being taken during each of the four years. Thus the curriculum of the standard senior high school of Florida is equivalent to sixteen units.

Number of Units.—Admission to the freshman class will be granted to candidates who present evidence of having completed courses amounting to sixteen such units.

In no case will credit for more than sixteen units be given for work done at a high school.

Deficiency.—A deficiency of one unit will be allowed, but must be removed by the end of the first year after admission.

Students who have registered for a University study will not be allowed to make up an entrance condition by examination in this subject, unless the examination be taken on the first Saturday in October of the same school year. The University credit may, however, be used as a substitute for entrance credit, a three-hour course continued thruout the year counting as one unit.

Distribution of Units.—Seven specified units are required in common by all the colleges of the University; other specified units are given below; the remaining units are elective.

UNIVERSITY

English	3	units
History	1	unit
Mathematics (including one unit Plane Geom.)	2	units
Science	1	unit

COLLEGE OF ARTS AND SCIENCES

SCHOOL OF BUSINESS ADMINISTRATION AND JOURNALISM

One Foreign Language	2	*units*

ELECTIVE UNITS.—Elective units are to be chosen from among the subjects regularly taught in a standard high

school, altho not more than four will be accepted in vocational subjects—agriculture, mechanic arts, stenography, typewriting, etc.

DESCRIPTION OF UNIT COURSES FOR ADMISSION

For details see General Catalog, pp. 47-50.

ADVANCED STANDING

Advanced standing will be granted only upon recommendation of the heads of the departments concerned. Fitness for advanced work may be determined by examination or by trial. Students from other institutions of like standing will ordinarily be classified according to the ground already covered.

COMMERCE CLUB.—This organization was instituted in 1924 by students majoring in economics and business administration. Meetings are held fortnightly for encouraging and developing critical interest in current problems in the fields of commerce and industry, special attention being given to the economic progress of Florida. The Commerce Club has been recognized by the Debating Council of the University and beginning with the Fall semester will have a representative on the Council and compete with the various Colleges on the campus for debating honors.

COMMERCE FRATERNITY.—A local fraternity has been organized from among the members of the Commerce Club and expects to become affiliated with one of the National Fraternities in this field in the near future.

DEGREE.—The degree Bachelor of Science in Business Administration will be given to those meeting the required conditions as indicated below.

COURSE OF STUDY.—The work of the freshman and sophomore years is required. This includes three semesters of Economics in which the student is afforded an understanding of the organization of modern business activity with special reference to Florida. Such topics will be considered as our extractive and manufacturing industries, markets and financial institutions, together with the principles which underlie their effective functioning and problems involved. The required work in the Department of Business Administration gives each student a working knowledge of the principles and

methods of Accounting, Salesmanship, Advertising and Office Practice. In this manner not only will he be prepared to render valuable service to his employer upon leaving school, but in a specialized field he will be better equipped to appreciate and understand other lines of business activity.

In the junior and senior years opportunity for specialization will be afforded, and this will be increased with increase in the teaching staff. The required work and electives together provide such essentials of a liberal education as should prove of great value in the equipment of an alert and progressive business man.

CURRICULUM

Leading to the degree of Bachelor of Science in Business Administration

Course Number	Nature of Work	Year Hours Credit
	Freshman Year	
Economics A. and Business Administration A	Elementary Economics; Elements of Business Admin.	3
*Business Administration B*a* and Business Administration B*b*	Typewriting and Shorthand; Business Correspondence	2
English I	Rhetoric and Composition	3
Mathematics I*c*	Algebra and the Mathematics of Investments	3
Foreign Language		3
Military Science		3
Physical Education		1
		17

*English II*a* may be substituted for Business Administration B*a*. Before proceeding with Business Administration B*b* the student making such substitution must pass one month's instruction in typewriting for which no college credit is given.

	Sophomore Year	
Business Administration I	Principles of Accounting	3
Business Administration VIII	Principles of Salesmanship and Advertising	3
Economics I	Principles of Economics	3
Philosophy I*a* and Philosophy II*b*	General Psychology; Business Psychology	3
Foreign Language	Continuation of course commenced in freshman year	3
**Military Science		2
Physical Education		1
		18

**Students excused from Military Science must substitute for it some other two-hour course approved by the Dean of the College of Arts and Sciences.

Junior and Senior Years

COURSE NUMBER	NATURE OF WORK	YEAR HOURS CREDIT
Business Administration V*a*.. and Business Administration VI*b*..	Contractual Relationships..... Business Associations	3
Business Administration IV....	Financial Organization	3
Laboratory Science	Physics, Chemistry or Biology.....	5
***Sociology I*a*	Principles of Sociology.....	1½
Political Science I	American Government and Politics....	3
Electives approved by the Dean of the College of Arts and Sciences..... (Including 4 hours in Science)		17½
		33

***Sociology B may be substituted.

DEPARTMENTS OF INSTRUCTION

ECONOMICS

Professor Bristol Mr. Eldridge

ECONOMICS A.—*Elementary Economics.*—A brief historic and descriptive study of our present system of production together with a discussion of problems involved with special reference to Florida. *(Required of freshmen in Business Administration. Upperclassmen will do extra work. Laboratory fee $1.00. First semester; 3 recitations and two hours supervised study a week. Credit, 1 1-2 year-hours. Mr. Bristol, Mr. Sharpe, Mr. Eldridge, Mr. Cradit.)*

ECONOMICS I.—*Principles of Economics.*—A general course covering the fundamental principles of consumption, production, exchange and distribution of wealth with practical application to concrete problems. *(Prerequisite: Economics A or History I, or special permission of instructor. First and second semesters; 3 hours. Credit, 3 year-hours. Mr. Bristol and Mr. Eldridge.)*

ECONOMICS II*a*.—*Public Finance.*—Principles governing expenditures of modern governments; sources of revenue; public credit; principles and methods of taxation and of financial administrations as revealed in the fiscal systems of leading countries. *(Prerequisite: Economics I or VI*a*. First semester; 3 hours. Credit, 1 1-2 year-hours. Mr. Eldridge.)*

ECONOMICS III*b*.—*Transportation.* — Railroads; motor truck transportation; inland waterways; organization for transportation service; rate making; governmental control.

(Prerequisite: Economics I or VIa. Second semester; 3 hours. Credit, 1 1-2 year-hours. Mr. Eldridge.)

ECONOMICS IV*a*.—*Problems of Labor and of Personnel Administration.*—The labor side of production will be studied from the point of view of the labor organizations, but also from that of the employer and employee groups. *(Prerequisite: Economics I or VIa. First semester; 3 hours. Credit, 1 1-2 year-hours. Mr. Bristol.)* Omitted in 1925--26.

ECONOMICS V*b*.—*Social Aspects of Business.*—Social control of business; business as related to social welfare; commercial organizations and activities; business ethics. *(Prerequisite: Economics I or VIa. Second semester; 3 hours. Credit, 1 1-2 year-hours. Mr. Bristol.)* Omitted in 1925-26.

ECONOMICS VI*a*.—*Introduction to Economics.*—A brief study of our economic organization together with the principles involved and their application to concrete problems. *(Primarily for juniors and seniors in the Colleges of Agriculture, Engineering and Pharmacy. First semester; 3 hours. Credit, 1 1-2 year-hours. Mr. Bristol and Mr. Sharpe.)*

ECONOMICS X*a*.—*History of Economic Thought.—(For qualified seniors and graduate students. First semester; two 1 1-2 hour periods. Credit, 1 1-2 year-hours. Mr. Bristol.)*

ECONOMICS XI.—*(Economic seminar for graduate students. Credit, 3 year-hours. Mr. Bristol.)*

SOCIOLOGY B.—*Introduction to Sociology.*—A brief study of some of the fundamental factors and problems of social welfare and social progress. *(Upperclassmen will be required to do extra reading. Second semester; 3 hours. Credit, 1 1-2 year-hours. Mr. Bristol, Mr. Eldridge.)*

SOCIOLOGY I*a*.—*Principles of Sociology.*—The principles of social evolution, social organization and social control. *(Open only to juniors or seniors who have taken Sociology B or its equivalent. First semester; 3 hours. Credit, 1 1-2 year-hours. Mr. Bristol.)*

BUSINESS ADMINISTRATION

Professor Boyd	Assistant Professor Sharpe
Mr. Day	Mr. Cradit

Students enrolled in the A.B. or B.S. courses, or in other Colleges of the University are privileged to enroll for courses

in this Department provided that the prerequisite requirements are met.

BUSINESS ORGANIZATION

BUSINESS ADMINISTRATION A.—*Elements of Business Administration.*—Internal organization and operation of trading and manufacturing concerns, hotels, public utilities and banks. Extra readings required of those who do not have credit for Economics A or VI*a*. *(Fee for materials, for others than Freshmen in Business Administration, $1.00. Required of freshmen in Business Administration; second semester; 3 hours. Credit, 1 1-2 year-hours. Mr. Sharpe, Mr. Eldridge, Mr. Cradit.)*

BUSINESS ADMINISTRATION V*a*. — *Contractual Relationships.*—A working knowledge of the contract as the basis of all business relationships; application of principles to real estate sales and negotiable instruments. *(Special fee $4.00. Prerequisite or co-requisite: Political Science I. Required of juniors or seniors in Business Administration; first semester; 8 hours. Credit, 1 1-2 year-hours. Mr. Day.)*

BUSINESS ADMINISTRATION VI*b*.—*Business Associations.*—Legal and administrative principles involved in the formation and operation of agency, partnerships, corporations and other forms of business organization; combinations; trade agreements; restraint of trade. *(Special fee $4.00. Prerequisite: Business Administration Va. Required of juniors or seniors in Business Administration; second semester; 3 hours. Credit, 1 1-2 year-hours. Mr. Day.)*

MARKETING

BUSINESS ADMINISTRATION VIII*a*.—*Principles of Salesmanship.*—Actual practice in sales methods, including preparation for the interview, handling objections, building up strong sales arguments, graphic presentation of facts and closing sales. *(Prerequisite or corequisite: Philosophy Ia. First semester; 3 hours. Credit, 1 1-2 year-hours. Mr. Sharpe.)*

BUSINESS ADMINISTRATION VIII*b*.—*Principles of Advertising.*—Actual practice in preparing copy; use of color and display art work; type; advertising campaigns. *(Prerequisite or corequisite: Philosophy IIb. Required of sophomores*

in Business Administration. Second semester; 3 hours. Credit, 1 1-2 year-hours. Mr. Armstrong.)

*BUSINESS ADMINISTRATION IX*a.—Marketing of Manufactured Products.*—Channels of distribution from manufacturer to consumer in domestic and foreign trade. *(Prerequisite: Economics I or VIa. First semester; 3 hours. Credit, 1 1-2 year-hours. Mr. Sharpe.)*

BUSINESS ADMINISTRATION XIV.—*Sales Administration: Commodities.*—Marketing problems of the manufacturer, wholesaler and retailer will be successively considered, including choice of channels of distribution, market analysis, price determination, store location and marketing costs. *(Prerequisite or corequisite: Business Administration VIII. First and second semesters; 3 hours. Credit, 3 year-hours. Mr. Sharpe.)*

BUSINESS ADMINISTRATION XXIa.—*Sales Administration: Real Estate.*—Methods and policies of the realtor. *(Prerequisite or corequisite: Business Administration VIII. First semester; 3 hours. Credit, 1 1-2 year-hours.)* Omitted in 1925-26.

BUSINESS ADMINISTRATION XXIIb.—*Sales Administration: Insurance.*—Methods and policies in insurance selling. *(Prerequisite or corequisite: Business Administration VIII. Second semester; 3 hours. Credit, 1 1-2 year-hours.)* Omitted in 1925-26.

BUSINESS ADMINISTRATION XXIIIa.—*Advertising Administration.*—Methods and policies of advertising agencies and of advertising departments of trading concerns will be successively considered; planning and carrying on advertising campaigns. *(Prerequisite: Business Administration VIIIb. First semester; 3 hours. Credit, 1 1-2 year-hours. Mr. Sharpe.)* Omitted in 1925-26.

BUSINESS ADMINISTRATION XXIV.—*Seminar in Marketing.* Primarily for graduate students. *First and second semesters. Credit, 3 year-hours. Mr. Sharpe, Mr. Turlington, Mr. Eldridge.)*

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*For course in Marketing of Agricultural Products see Agronomy Xb.

FINANCE

BUSINESS ADMINISTRATION IV.—*Financial Organization.* —This course serves a two-fold purpose—to provide a working knowledge of the functions and operations of financial institutions, and to show precisely how business concerns thru their finance departments make use of financial institutions in securing funds. *(Prerequisite: Economics I. Required of juniors in Business Administration. First and second semesters; 3 hours. Credit, 3 year-hours. Mr. Eldridge.)*

BUSINESS ADMINISTRATION XVII*a.* — *Commercial Bank Administration.—(Prerequisite: Business Administration IV. First semester; 3 hours. Credit, 1 1-2 year-hours. Mr.——.)* Omitted in 1925-26.

BUSINESS ADMINISTRATION XX*b.*—*Principles of Investments.—(Prerequisite: Business Administration IV. Second semester; 3 hours. Credit, 1 1-2 year-hours. Mr. Boyd.)* Omitted in 1925-26.

STANDARDS AND RECORDS

BUSINESS ADMINISTRATION B*a.*—*Typewriting and Shorthand.—(Laboratory fee for others than freshmen in Business Administration, $3.50. First semester. Credit, 1 year-hour. Mr. Cradit and assistants.)*

BUSINESS ADMINISTRATION B*b.*—*Business Correspondence and Records.*—Filing and preparation of business letters and other records. *(Laboratory fee for others than freshmen in Business Administration, $3.50. Prerequisite: Business Administration Ba or one month's training in typewriting. Required of freshmen in Business Administration. Second semester. Credit, 1 year-hour. Mr. Cradit.) and assistants.)*

BUSINESS ADMINISTRATION I.—*Principles of Accounting.* —*(Laboratory fee $2.00. Required of sophomores in Business Administration. First and second semesters; 2 class and 2 laboratory hours. Credit, 3 year-hours. Mr. Sharpe and assistants.)*

BUSINESS ADMINISTRATION III*b*.—*Office Administration.* —*(Prerequisite: Business Administration A and B. Second semester; 2 hours. Credit, 1 year-hour. Mr. Cradit.)* Omitted in 1925-26.

BUSINESS ADMINISTRATION XI.—*Accounting Administration.*—The work of the comptroller or corporation treasurer in installing and operating accounting systems which provide financial and cost data. *(Prerequisite: Business Administration I. First and second semesters; 3 hours. Credit, 3 year-hours. Mr. Boyd.)* Omitted in 1925-26.

BUSINESS ADMINISTRATION XII*b*.—*Financial Reports.*—Preparation and interpretation of balance sheet, profit and loss statement, consolidated and fiduciary reports. *(Prerequisite: Business Administration I; prerequisite or corequisite: Business Administration IVb. Second semester; 3 hours. Credit, 1 1-2 year-hours. Mr. Boyd.)* Omitted in 1925-26.

BUSINESS ADMINISTRATION XIII.—*Public Accounting.*—Auditing; income tax reports. *(Prerequisite: Business Administration II. First and second semesters; 2 hours. Credit, 2 year-hours. Mr. Boyd.)* Omitted in 1925-26.

PRODUCTION

BUSINESS ADMINISTRATION II*a*.—*Manufacturing Administration.*—Purchasing; manufacturing; scientific management; an inspection trip of Jacksonville industries is required. *(Prerequisite: Business Administration A, or senior standing in College of Engineering. First semester; 2 hours. Credit, 1 year-hour. Mr. Boyd.)* Omitted in 1925-26.

BUSINESS ADMINISTRATION XIX*a*.—*Hotel Administration.* —*(Prerequisites: Business Administration A and I. First semester; 3 hours. Credit, 1 1-2 year-hours. Mr. ————.)* Omitted in 1925-26.

JOURNALISM

Assistant Professor Armstrong

JOURNALISM I.—*History and Principles of Journalism.*—The history of journalism will be studied from its earliest forms down to the present time. Emphasis will be placed upon American Journalism, which will be considered by periods of time and biographical studies of leading journalists. The principles of modern journalism will be discussed. *(First and second semesters. Credit, 3 year-hours. Mr. Armstrong.)*

JOURNALISM II.—*News.*—Principles of reporting; what constitutes news; the gathering of news; practical laboratory work in the writing of news and the copyreading and editing of news. *(First and second semesters. Credit, 3 year-hours. Mr. Armstrong.)*

JOURNALISM III.—*Country Newspaper.*—Principles and practice of country newspaper production, including a consideration of news, circulation, country correspondence, features, office management and make-up. *(First semester; 3 hours. Credit, 1 1-2 year-hours. Mr. Armstrong.)*

JOURNALISM IV.—*Feature Writing.*—A primary course in feature writing including the principles of feature writing with laboratory work. In the second semester laboratory work in the subject will be done with a view to selling the manuscripts to various publications. *(First and second semesters. Credit, 3 year-hours. Mr. Armstrong.)*

JOURNALISM V.—*Editorials.*—The principles and practice of editorial writing. *(One hour a week through the year. Credit, 1 year-hour.)*

CORRESPONDENCE COURSES

The following courses, either required or important electives in the Curriculum of the School of Business Administration and Journalism, may be taken by correspondence thru the General Extension Division of the University. It is very important, however, that part of the work in each department be taken in connection with class discussion, especially the first course.

Principles of Economics, Elements of Business Administration, Administration and Accounting Principles, Transportation, Financial Organization, Principles of Salesmanship, English, Mathematics, Psychology, Modern Languages, Sociology. For details, write to the General Extension Division, University of Florida.

SUMMER SCHOOL

A number of the required courses, and electives, may be taken during the summer session of the University, the 1926 session beginning June 15th. It is expected that a short month's course will also be given each summer for those in the field of business who would like to do intensive work along some particular line for a few weeks.

SCHEDULE OF CLASSES
SCHOOL OF BUSINESS ADMINISTRATION AND JOURNALISM

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
8:00	DRILL	Bus. Adm. Ab, Secs. 1, 2 Econ. A, Secs. 1, 2, English 1, Secs, 3, 4, 5 French I	DRILL	Bus. Adm. Ab, Secs. 1,2 Econ. Aa, Secs. 1, 2 English I, Secs, 3, 4, 5 French I	DRILL	Eng. I, Secs. 3, 4, 5 French I
9:00	Bus. Adm. IV Bus. Adm. IXa French A, Sec. 4* French I Journalism IIIa Physics V, Sec. A Phil. Ia, Sec. A Spanish A, Sec. 3 Spanish I, Sec. 5	Bus. Adm. B, Sec. 5 Econ. VIa Econ. IIa Economics IIIb Journalism I Phil. Ia, Sec. B	Bus. Ad. IV Bus. Adm. IXa French A, Sec. 4 French I Journalism IIIa Phil. Ia, Sec. A Physics V, Sec. A Spanish A, Sec. 3 Spanish I, Sec. 5	Bus. Adm. B, Sec. 5 Econ. VIa Economics IIa Econ. IIIb Journalism I Phil. Ia, Sec. B	Bus. Adm. IV Bus. Adm. IXa French A, Sec. 4 French I Jour. IIIa Phil. Ia, Sec. A Physics V, Sec. A Span. A, Sec. 3 Span. I, Sec. 5	Econ. VIa Econ. IIa Econ. IIIb Journalism I Phil. Ia, Sec. B
10:00	Chem. I, Sec. B Economics I, Sec. A Journalism IV Phil. IIb	CHAPEL	Chem. I, Sec. B Econ. I, Sec. A Journalism IV Phil. IIb	CHAPEL	Chem. I, Sec. B Economics I, Sec. A Jour. IV Phil. IIb	Bus. Adm. B, Sec. 5 Hygiene, Sec. G Journalism V
11:00	Bus. Adm. VIIIa Bus. Adm. VIIIb. English I, Secs. 1, 2 Hygiene, Sec. A Physics V, Sec. B	Bus. Adm. XIV Chem. I, Sec. A Spanish A, Secs. 1, 2 Sociology Ia, Ib	Bus. Adm. VIIIa Bus. Ad. VIIIb Bus. Adm. Ab, Secs.3,4,5 Econ. Aa, Secs. 3, 4, 5 English I, Secs. 1, 2 Physics V, Sec. B	Bus. Adm. XIV Bus. Adm. B, Sec. 5 Chem. I, Sec. A Sociology Ia, Ib	Bus. Adm. VIIIa Bus. Adm. VIIIb Bus. Adm. Ab, Sec. 3, 4, 5 Econ. Aa, Secs. 3, 4, 5 Eng. I, Secs. 1, 2	Bus. Adm. B, Sec. 5 Bus. Adm. XIV Chem. I, Sec. A Sociology Ia, Ib Spanish A, Secs. 1, 2
12:00	NOON	NOON	NOON	NOON	NOON	NOON

*In the General Schedule the sections for students in the School of Business Administration are preceded by letter C, as French A, Sec. C4.

SCHEDULE OF CLASSES

SCHOOL OF BUSINESS ADMINISTRATION AND JOURNALISM—(Cont.)

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1:00	Business Adm. 1 Chemistry I Lab. French I Math. I, Secs. 1, 2, 3, 4 Pol. Sci. I Physics V Lab.* Sociology Bb	Chem. I Lab.	Chem. I Lab. French I Math. I, Secs. 1, 2, 3, 4 Pol. Sci. I Soc. Bb Physics V Lab.	Bus. Adm. Bb, Secs. 1, 2 Chem. I, Lab.	Bus. Adm. I Chem. I Lab. French I Math. I, Secs. 1, 2, 3, 4 Pol. Sci. I Physics V Lab. Sociology Bb	
2:00	Bus. Adm. B, Secs. 1, 2 Chem. I, Lab. Economics I, Sec. B Math. I, Sec. 5 Physics V Lab	Bus. Adm. Ab Chem. I, Lab. Econ. Aa Journalism II	Chem. I, Lab. Econ. I, Sec. B Math. I, Sec. 5 Physics V Lab.	Bus. Adm. Bb, Secs. 1, 2 Chem. I, Lab. Journalism II	Bus. Adm. B, Secs. 3, 4 Chem. I Lab. Econ. I, Sec. B Math. I, Sec. 5 Physics V Lab.	
3:00	Business Law Bus. Adm. B, Secs, 1, 2 Chem. I, Lab. Physics V Lab.	Chem. I, Lab. Journalism II Bus. Adm. B, Secs. 3, 4	Bus. Adm. I, Lab. Bus. Law Chem. I Lab. Physics V Lab.	Chem. I, Lab. Journalism II	Bus. Adm. B, Secs. 3, 4 Bus. Law Chem. I Lab. Physics V Lab.	
4:00	Chem. I Lab. Econ. XI Physics V Lab.	Chem. I, Lab. Bus. Adm. B, Secs. 3, 4	Bus. Adm. I, Lab. Chem. I Lab. Physics V Lab.	Chem. I, Lab.	Chem. I Lab. Physics V Lab.	
5:00	Economics XI					

*Four hours a week of laboratory work, to be arranged.

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